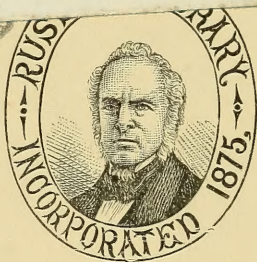
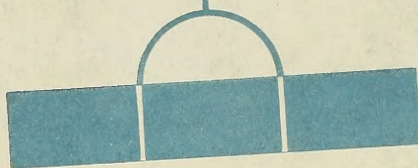




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OF THE

STATE OF CONNECTICUT,

VOL. II.

1893.

Printed by order of the General Assembly.

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REPORT
OF THE
BOARD OF EDUCATION

OF THE
State of Connecticut,
SUBMITTED TO THE GOVERNOR,

JUNE 6, 1893,

TOGETHER WITH
The Report of the Secretary of the Board.



HARTFORD, CONN.:
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1893.

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OF THE
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REPORT

OF

THE BOARD OF EDUCATION

TO THE GOVERNOR.

THE first legal duty of this Board is to “ascertain and keep informed as to the condition and progress of the public schools in the state;” its second and correlated duty is to “apprise the General Assembly of the true condition, progress, and needs of public education.”

It is the obvious intention of these provisions of law to charge the Board with constant oversight of the working of the common school system, in order that they, and through them the Legislature and the people of the State, may know whether said system is producing the results for which it is maintained. It is not the business of the Board to make out a case for the common school system, neither should we be justified in maintaining silence concerning faulty buildings or bad instruction. If it was proclaimed that everything is hopeful and prosperous, without a close examination of the facts, a delusion might be prolonged as to the real character of the schools, from which the children would be the sufferers.

It would be pleasant to dwell upon the excellent schools here and there, whose merits are great and obvious. In these proficiency is attained in the common branches, and

what is infinitely more important and satisfactory. the intellectual life of the children is stimulated. But it is those which do not reach a high standard of merit to which attention is above all demanded.

In executing the duties laid upon them by the provisions of law above quoted, the Board has caused a thorough investigation to be made of the schools of New Haven County. The results of this investigation are shown in detail in the report of the Secretary in the present volume. Only the most important general results are here indicated.

I. *In too many schools, sometimes in all the schools in a town, children at twelve and over do not know more than children at eight can easily know.*

The few simple questions used and the method of procedure employed in ascertaining the outcome of common school instruction are found on pp. 251-255.

The result in one town having six schools was as follows :

- (1) There were 37 children over 10 years of age ;
the average age of these children was over 12.
All had attended public school more than six
years.
- (2) Ten did not add correctly $9+5$; $17+9$; $36+9$.
- (3) Twelve did not subtract correctly $25-8$; $11-4$.
- (4) Ten did not give correctly 7×8 ; 6×7 ; 9×8 ;
 7×12 .
- (5) Twelve did not tell how many 9s in 54 ; 3s
in 27 ; 6s in 19.
- (6) Thirty-five did not add correctly $\frac{1}{2}+\frac{1}{4}$; $\frac{1}{3}+\frac{1}{6}$.
- (7) Thirteen did not add correctly the following :

245
78
669
75
201

- (8) Nineteen did not multiply correctly 604×29 .
- (9) Fifteen did not divide correctly 546 by 3 .
- (10) Nineteen did not work correctly the following example: It is now ten minutes after ten, what time was it five minutes ago?
- (11) A larger number did not work correctly the following example: A schoolroom is 6 yards and 2 feet long. How many feet long is it?
- (12) A still larger number did not work the following example: A man uses 124 envelopes in a month. How many will he use in six months?

In both oral and written work there was practically no time limit and the children could use such helps in counting as they had at hand.

They were asked to write at dictation a few sentences, with the following result:

- (1) Thirty did not begin their sentences with capital letters.
- (2) Sixteen did not begin proper names with capital letters.
- (3) Twelve did not use the capital "I."
- (4) Thirty did not use the interrogation point correctly.
- (5) Twenty-eight did not use the period.
- (6) Thirty-two did not use the apostrophe with the possessive case.
- (7) Thirty-seven did not use quotation marks.

Spelling had been taught from a spelling-book in which the children were learning words of three to five syllables.

The following ten words were given out to each of the 37 children. Of the 370 words, 248 were spelled incorrectly.

<i>busy</i>	<i>comb</i>	<i>eyes</i>	<i>goes</i>	<i>eggs</i>
<i>cents</i>	<i>sugar</i>	<i>collar</i>	<i>to-day</i>	<i>such</i>

They had studied spelling, but could not spell in the only place where spelling is useful,— on paper.

Not more than five papers exhibited penmanship which was tolerable.

These children had learned their letters and a few words, but could not read. They had been allowed to use one book in a year as a reading book. The younger children could repeat from memory the words of the reading book if it were opened and they were started. They had not gained the ability to read intelligently any book suited to their capacity. The school furnished them no opportunity nor incentive to read.

They had studied Arithmetic and could not manage the simplest operations in Arithmetic.

They had studied Grammar and could not write a single sentence correctly. Not one of the papers in this town showed acquaintance with “the art of speaking and writing the English language correctly.”

In the six schools in this town there was not a single book, map, or globe, and not more than 60 sq. feet of blackboard.

If this were a single or an exceptional case it might be attributed to peculiar circumstances and difficulties. The sole cause here and elsewhere is,

These children have not been well taught.

A pertinent question is,

Has the money of the town been well expended that has produced no greater result than this? The loss of money is quite insignificant in comparison with the loss of time to which these children have been subjected. Six years of their lives have been elaborately thrown away. *The school system in operation for six years has turned out children at twelve whose education is not equal to what an ordinary child can acquire at eight.*

The misfortune cannot be fully estimated until we realize what might have been accomplished in these active years.

In order to show what may be done we give the following case:

In another school the average age is eight years and seven months, and most of the children have been in school two years; a few two years and a half.

In one year the children have read the following books in school:—

Pratts' U. S. Hist. No. 1.	Irving.	
Eggleston's Hist.	Sketch Book.	History of
Greek Heroes.		New York.
Fables and Folk Stories.	Kingsley.	
Fairy Tales.	Greek Heroes.	Water
Little Folks of Other Lands.		Babies.
Seaside and Wayside, No. 1.	Hawthorne.	
Selections from:	Wonder Book.	Tanglewood
Pilgrims and Puritans.		Tales.
Grandfather Stories.	Lowell.	
Stories of Heroic Deeds.	Vision of Sir Launfal.	
Normal Readers, III and IV.	Longfellow.	
Shaler's Geology.	Hiawatha.	
King's Geographical Reader,	Mrs. Burnett.	
No. I.	Little Lord Fauntleroy.	
Old Mother Earth.	Little St. Elizabeth.	
Seaside and Wayside, No. II.	Editha's Burglar.	
Whittier.		
Snow bound.	Barefoot Boy.	
Nanhaught, the Deacon.		
In School Days.		

The following was their work in Arithmetic:—

Numbers developed from 45 to 144.
 Multiplication. Division.
 Problems combining first four processes, in Popular
 Educator Arithmetic and Peck's New Arithmetic.
 Linear measure. Dry measure. Liquid measure.
 Part of square measure.
 Objective work, oral drill and problems with $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$;
 $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{12}$.
 First case in percentage.

The same test which was given to the thirty-seven children above, was given to this school, numbering forty, except that they were not allowed, in the oral work, any time to count.

- (1) All added correctly $9 + 5$; $17 + 9$; $38 + 9$.
- (2) Three did not subtract $25 - 8$; $11 - 4$.
- (3) Four did not multiply 7×8 ; 6×7 ; 9×8 ; 7×12 .
- (4) Five did not give correctly the number of 9s in
54; 3s in 27; 6s in 19.
- (5) All added correctly $\frac{1}{2} + \frac{1}{4}$; $\frac{1}{3} + \frac{1}{6}$.

These children looked with contempt at the example, "It is now ten minutes after ten, what time was it five minutes ago."

In English the following was the result:

- (1) All began sentences with capital letters.
- (2) All began proper names with capital letters.
- (3) All used capitals for the pronoun "I."
- (4) Ten did not use the interrogation point correctly.
- (5) All used the apostrophe correctly.
- (6) All used the period correctly.
- (7) Ten did not use the quotation marks correctly.

The result in this case is due to good teaching.

The contrast is between children at twelve who have not gained the elements of a common school education and children who at eight years and seven months have secured this education.

In this connection it is important to consider those children who from one cause and another do not remain in school until they are twelve or fourteen. Under this dawdling system most do not get farther than the primary school. Last year in one town 584 entered the primary schools.

In the grammar schools representing the eighth year there were 98. The usual number that graduated from the High School was 20. 584 went in at the bottom and 20 came out at the top. Barely 100 at the age of twelve to fifteen have secured a common school education; others have fallen by the way, having attained a part only of what has been outlined above as clearly possible. It is an unredeemed hardship to many children to remain in school unless the schools are doing the most and best for them. It is a crying injustice to waste the time of any child.

The question whether children as a result of instruction in schools read and desire to read was made the subject of particular inquiry.

We find

- (1) Many children of twelve cannot read any ordinary book or paper intelligently.
- (2) In most schools they are not allowed to read more than the few paragraphs which are set for a reading lesson.
- (3) They are not encouraged and incited to read at home or in school upon subjects which they are studying or are interested in.
- (4) In very few cases are they directed in their reading. The subjects which they study are presented to them only in text books; this is true in Geography and History.
- (5) As a result the children could not name any books which they had read, and inquiry did not elicit the fact that they had read many.
- (6) Few schools had libraries to which children had access, and in few towns were the public libraries open to children.

This deplorable result is not due to inability of children, but to radically defective teaching. The methods of teaching

cannot secure the most and best education in a reasonable time.

One book is prescribed for the reading of a year, and the class read this book over and over again and they read no other. They can recite this book fluently, and they can read no other book fluently. Often when the book is opened, a picture or a word suggests the text, which can be recited as well without the book as with it. If any other book be opened to the child, he looks at it as a stranger and the teacher considers such a test an imposition and a reflection on her teaching. The result, so sad and harmful, is that for a whole year the reading of the child has been narrowed and impoverished, and the delusion is that a child is learning to read.

When we think how noble and admirable a thing real literature is, it is provoking to know that one book sometimes containing rubbish, is, with the sanction of school officers, crammed into children as their only reading.

Every known method of teaching reading is permitted, the good and the bad are open, and the choice is left to the untrained and inexperienced. Can it be wondered at that 135 of the teachers in New Haven County still dwell upon the letters in the vain belief that the naming of the letters is learning to read?

They teach as they were taught.

In reading should be found the crown and reward of the intellectual influences which the schools call into activity. If children have been taught to see and hear, to experiment, and to express their ideas, the reading of the lowest classes is a test of intelligence, and the reading of the highest a test of training. There is not monotonous reading; the tone and quality are regulated by the children's ideas. Indistinct utterance is banished because the children have

something to say. Reading then displays the play of intelligence which we enjoy, and which lights up a school.

But consider for a moment the chaff which the schools often serve up to these intelligent human beings,—stuff which would not be offered to children in their home reading, nor anywhere except in school. The system is based upon the supposition that children are not of full size physically, and therefore must be treated to small words without meaning, mentally.

These text-books are not merely a means of misleading teachers, but they are a means of paralyzing the brains of children. Note the dismal contents of books given to children for their early reading. To show what children are compelled to do in contrast with what they are able to do, we give below in parallel columns specimens of the actual reading in two schools where the children are on an equality in years, the average being about seven :

READING IN SCHOOL A.

An.
m-an.
f-an.
c-an.
at.
h-at.
c-at.

READING IN SCHOOL B.

Henry went to school when he was only 3 years old.
There was no nice kindergarten like ours.
A colored man worked for Mr. Longfellow.
Sometimes the colored man carried Henry to school on horseback.
When Henry was six years old, the teacher said, "Master Longfellow is one of the best boys we have in school."
When Henry was twelve years old he wrote some verses.
These verses were his first poem.

CUBE.

A cube has faces.
It has six faces.
The faces are square.
Here is one face of the cube.

r-at.
fox.
a fox.
a bad fox.
hen.
a hen.
the large hen.
pig.
a pig.
the fat pig.

A cube has twelve edges and eight corners.
The edges are straight.
Some boxes are like cubes.
We had a story about Pandora's box.
Here is a picture of her box.

CYLINDER.

The cylinder has three faces.
One-half as many as the cube.
Two of the faces are plain.
One face is curved.
The cylinder has some edges.
They are round like a circle.
This cylinder is made of wood.
It is hard.

HEAT.

I.

Now, Tom, let us look at the kits.
They have milk in a can.
They will lap it up.
Nell fed her kits and chicks.
Tom fed the pigs.

Most of the heat in the world comes from the sun.
It travels a long way to get here.
It travels with the light millions of miles.
Some heat comes from the fires that we make.
Heat is often made without any light.
This is the case with the heat of our bodies.
Our bodies are not made warm by fire or clothing.
They keep themselves warm.
The fires and clothing are to keep the heat from flying off too fast.
Heat is also made by rubbing.
Rub your hands together swiftly.
See how much warmer they grow.
Now rub two smooth sticks together.
See how warm they become.
The Indians used to kindle their fires in this way,
They rubbed two sticks together till they burned.

See the fat cat.

I see the fat cat.

See the red hen.

I see the red hen.

Before matches were made, it was not easy to get a light.

A flint was struck upon a piece of steel.

In this way a spark was made.

The spark would set fire to the wood.

So you see heat is sometimes made by striking two hard things together.

II.

A piece of lime was put into water.

The water was cold.

Soon it became very hot.

The lime and the water had united.

Heat is made when lime and water unite.

When two things unite in this way, heat is always made.

A great deal of heat is made inside the earth.

The inside of this big ball is like a furnace.

Sometimes the fire comes out.

It comes out through the volcanoes.

Volcanoes send out fire, ashes, and lava.

Lava is melted rock.

Hot springs are found in many countries.

The hot water rises from the inside of the earth.

Sometimes the ground trembles.

Houses and trees are thrown down.

Sometimes the people are buried in the ruins.

Such shakings of the ground are called earthquakes.

This heat inside the earth is very strong.

It can do a great deal.

There is really no such thing as cold.

When we say a thing is cold we mean there is little heat in it.

We do not know whether all the heat *can* get out of anything.

There is a little heat even in ice.

See this cat and this man.

The man has a fan in his hand.

His hat is on the mat.

The cat is on the mat, too.

The following is a list of books found in one good school library. The average age of children in the school was eight and a half years :

American Revolution. Fiske.
 Our New Arithmetic. Wm. M. Peck. (10 Copies.)
 Stories of American History. Dodge.
 American History Stories. (10 Copies.)
 Pilgrims and Puritans. Moore. (10 Copies.)
 From Colony to Commonwealth.
 Child's Book of Nature. (10 Copies.)
 First Book of Geology. (10 Copies.)
 Zig Zag Journeys.
 Kingsley's Greek Heroes.
 Children's Stories of American Progress.
 King's Geographical Readers. No. 1. (10 Copies.)
 Dictionary.
 War of Independence. Fiske.
 Normal Course in Reading. 4th book. (10 Copies.)
 Through a Looking Glass. (10 Copies.)
 Stories of Heroic Deeds. Johonnot. (10 Copies.)
 Little Red Riding Hood. (10 Copies.)
 Natural Science for Young People.
 Storyland of Stars.
 Fables and Folklore. (10 Copies.)
 The Middle Kingdom.
 Tanglewood Tales.
 Wonder Book.
 Our Bodies and How We Live.
 Cyclopedia of Common Things.
 Cyclopedia of Persons and Places.

The children were able to use the dictionary, consulted the cyclopedias, and were reading the books intelligently.

Few teachers ever learn to teach penmanship; they lean upon the copy-book. These books pretend to be graded for different stages of progress. The children copy the letters at the top of the page a few minutes each day. The last line is often less correctly drawn than the first, because it

is an inch or two farther removed from the copy. Yet to ask children to write outside of the copy-book is often called unfair.

Can it be said that permitting the children to make the letters or words in one or even five writing books is *teaching* penmanship? Should a person who cannot teach penmanship be given a certificate of qualification? The record shows that *more than half of these teachers do not claim to be able to teach penmanship.*

Consider the instruction in Arithmetic, the so-called "practical" branch. The best instruction in Arithmetic does not regard addition, subtraction, multiplication, and division as four processes graduated from the lowest to the highest, and to be learned successively; it assumes that the true progress is from small numbers to large, and from easy processes to more difficult ones. Hence, the beginner adds, subtracts, multiplies, and divides all the numbers in succession. He ascertains the parts of each number including its fractional parts. He then applies the number to common things, like time, and measurements of every kind. He learns to perform different arithmetical processes and explains what is within the limit of numbers he has gained.

He proceeds in this way from one number to another. Large numbers and all extensive notation are reserved until later, or entirely discarded. By thus knowing simple and manageable numbers, and by infinitely varying the exercises upon them, he obtains a mastery of common and useful processes. He gains genuine preparation for dealing with larger numbers if he ever needs them. He approaches problems which are not obscured by large figures. The method is a workable and rational one.

In Table II, p. 314, are a few examples in addition, subtraction, multiplication, and division, and a few problems.

The papers of all children under ten were rejected in making the summary, and the result of the test shows what children of twelve have learned in the public schools. In giving the oral questions, the children were allowed reasonable time and all reasonable helps. In the written work and problems they were allowed all the time they desired.

It should be noted that these are the elementary, the very simplest processes, perfectly easy to children of six or seven, as can be readily shown. They ought to have been acquired in the first two years of school life.

The following table gives the per cent. of incorrect answers:

TOWNS.	Average age.	ADDITION.		SUB- TRACTION.	MULTIPLICA- TION.		DIVISION.		FRAC- TIONS.	Number stories.	Examples.
		Oral.	Written.	Oral.	Oral.	Written.	Oral.	Written.	Oral.		
		Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.		
A	11-7	17	37	15	10	37	23	28	57	14	42
B	12-0	8	37	17	17	48	28	48	79	19	56
C	11-1	9	35	13	24	51	35	55	79	29	52
D	10-11	13	44	29	25	44	35	48	75	37	54
E	12-3	7	41	20	19	54	28	47	80	22	52
F	11-4	8	25	12	9	25	15	23	56	9	27
G	12-2	9	56	17	18	36	30	40	91	16	35
H	11-10	9	32	19	11	28	16	30	75	13	39
I	11-7	15	54	21	26	53	29	54	92	27	56
J	11-4	25	56	38	35	56	41	50	84	25	59
K	12-3	20	44	19	29	50	37	66	72	36	54
L	11-5	3	20	7	6	23	8	20	91	10	43
M	11-5	3	26	9	8	20	14	22	74	10	37
N	12-0	3	15	6	5	14	9	8	51	12	28
O	11-7	12	37	11	24	55	20	51	68	14	48
P	11-5	6	27	14	7	29	14	23	56	11	27
Q	12-1	17	29	8	1	41	11	41	70	13	44
R	11-11	2	29	18	11	37	18	20	70	12	47
S	11-4	14	30	23	17	47	27	43	78	19	48
T	12-5	9	21	15	11	22	18	17	46	14	28
U	11-9	9	46	23	17	51	23	43	66	18	53

Children whose failures are here recorded are taught to work the examples in the book, and to repeat the rules in

the same book. There are cases where children can begin and repeat every rule without prompting. These rules are taught verbatim, and the children sedulously practiced in working examples like those on pp. *309-*313. The real needs and capacities of young children are disregarded; business facility in the common operations not thought of. Arithmetic has thus become a science of difficult trifles and intricate fooleries peculiar to common schools, and remarkable chiefly for sterility and ill-adaptedness to any useful purpose. It is pertinent to inquire, and parents ought to inquire, why children over eleven years of age cannot correctly divide 546 by 3.

The reason is that there has been no teaching whatever, or that the method of teaching is radically unsound.

II. *Many teachers do not possess the necessary practical wisdom and professional skill. They do not know how to so arrange courses and to so instruct as to do the most possible of what is worth doing in a given time.*

An examination of our schools will seldom reveal a teacher who is devoid of interest in her work. Many of them are young. Some of them are uneducated, while only a small per cent. ever received anything like special training in the art of instruction. They are like lawyers who begin to practice when they begin to study, and like doctors who begin to give medicine when they first open their books. The analogy would be complete if physicians were appointed over limited districts and the children within these districts were obliged to take medicine and advice from them, or not at all. There should be no more thought of employing a public school teacher who does not know how to give instruction, than there is of employing a musician whose musical education is limited to the hearing of a street band.

The ends of education, therefore, demand that teachers be trained, and that if the state is to establish schools, it also expend some of its money in giving our teachers greater skill.

Omitting one town, *i. e.* New Haven, in the county under review, it appears that 35 of 203 teachers visited by the examiner, had Normal School or equivalent training. Such training may mean much or little; the minimum would be a tolerable knowledge of the way to teach the common branches.

Evidence is wanting that committees are strenuous in their efforts to secure teachers of approved character and qualifications. There are many pernicious influences at work of which family and locality are the most conspicuous. No new blood can get in. The natural influx of trained teachers is prohibited, and the inefficient are protected. This is educational politics. The machinery and the output of this machinery are well known, and yet we do nothing about it but let the children suffer. Thus worked, the school system is not performing a great public duty, but perpetrating a great injustice.

Often when an inadequate examination is passed and a certificate is secured by a teacher, professional equipment is regarded as complete. Of serious and systematic reading, of the pursuit of any branch of letters or of science for its own sake, or of the habit of self-instruction which alone can furnish the freshness of intellect needed by teachers, there is not much evidence.

Those whose class work is observed and tested sometimes have some technical skill in the art of teaching, but there is absolute poverty of illustration and thought. This results from lack of reading and observation by which light would be shed upon lessons and text-books.

The recent development of primary education, so remark-

able and wide-spread, has not touched many of these towns, and has not compelled an improvement in the qualifications of teachers. There are some men and women who have no conception of progress in education. They do not reject the idea; it has never been in their minds. Their schools are not only behind this age, but behind all ages.

Nor is there in some towns much encouragement for teachers to secure by expenditure of money and hard work substantial qualifications. The school officers have prescribed schemes of instruction, founded on text-books, and exhibiting in minute detail the work to be done; no discretion either in plan or detail is left to the teacher. There is no scope for her training or knowledge or individual experience. There is a limited and solidified program; every subject and part of subject is obligatory. The question for the teacher is,—not what is useful, not what is best for this child or that, not what will do each the most good,—but what is prescribed by the committee, school visitor, or superintendent.

It follows that children are not expected to know anything outside of this limited routine, because it is not in the course of study, or has not been reached in the course of study; it is not in this grade; the page where it is found has not been turned over. That a subject is not prescribed, or has not been regularly reached, is an all-sufficient excuse for ignorance. For instance, in many, perhaps most schools, fractions are not touched until children are ten or twelve years old. In such schools if a question involving a fraction is asked, it is then sufficient to say that the children have not had fractions. If the children should be asked to add a half and a quarter before they came to written addition of fractions in the book, they ought not to

have heard of such an operation. They ought to keep silence if they have heard of it.

An illustration is found in the fact that at least one-fourth of the children over $11\frac{1}{2}$ did not work correctly the example $546 \div 3$; *they had not reached division*. Children learn to add, and leaving school at eight or nine years of age, cannot subtract nor use small fractions.

The courses of study, if any exist, are in reality constructed to conform to text-books, while the books themselves are books of reference, sometimes good, sometimes bad, but not suitable to direct the method or even the order in which subjects should be presented.

The same adherence to text-books is found, where there is no course of study. The children will be required to give what the book contains, to perform the examples, say the rules, enumerate the mountains, and recite the battles in the order of the book. One teacher exhibited a boy as a meritorious scholar who had begun at the beginning of a United States History and repeated without verbal error forty-five pages. Another boasted that his class could begin at the beginning of one of the larger arithmetics and give every rule and definition without prompting. Both of these teachers were men and adults.

III. *There is no adequate supervision.*

In twenty-three towns the schools are visited and supervisory duties performed twice in a term.

There are in this county, two large districts, New Haven and Waterbury, which employ a superintendent.

It is quite impossible to characterize the ordinary visitation of schools as supervision. It has no effect upon the teacher and is only intended to satisfy the visitor that in general the legal requirements of the school have been met.

This is all he is obliged to testify to. It is not essential to a legal school that any child or any class should have made any progress, or that a single child should have learned anything whatsoever. It is only necessary that the school should have been begun, continued, and ended in conformity to the statutes which require no test of the quality of the education.

This is a go-as-you-please system, which will make a good school if there happens to be a good teacher who is not hampered. The school system of the State does not, however, supply any assurance that the quality of the education will be good. On the contrary, we should naturally expect that it will sometimes be good and sometimes bad; and that children will sometimes be educated and sometimes not. The only conditions absolutely essential are that the teacher shall be employed, and the schoolhouse kept open. It is not even necessary that the studies prescribed by the State shall be taught. It is found that in many, perhaps most schools, Writing, which has been specifically prescribed, is not, in any proper sense, taught. The one result which is almost certain is, that the children will not attend a good school continuously during their school lives.

The mischief which is here suggested has its seed in part in the law itself, which prescribes two visits a term as the legal requirement, and by implication expresses itself satisfied with that number. These two visits cannot amount to supervision, and if supervision be necessary, it cannot be had under such a law executed to the letter. School Visitors cannot be held responsible for the failure.

The inefficiency in teaching noted above in some measure arises from the fact that the committees and visitors are entirely unacquainted with what should be taught in schools, and are not competent supervisors. Many of these teachers

go astray in their work, because they have no one to tell them what they ought to do. Very frequently young persons labor hard but fruitlessly, because they have no notion of what they ought to accomplish. These teachers are thankful for suggestions, and no teacher has been found to reject recommendations, or receive them otherwise than gratefully. Without question, the school committees and school visitors might inform themselves, and thus participate more frequently and actively in school work. This would be an impulse to the efforts of teachers, if it were well directed.

IV. *The High Schools are dislocated from and do not lend a helpful hand to the Elementary Schools.*

There is no cement by which the Grammar Schools are bound to the High Schools. The High Schools have dictated the studies of elementary schools to the endless harm of the latter. Schemes are formed, one school first grade, another second, another third, etc., but these names which represent a valuable reality when a school of lower grade gives an education useful in itself and thus fits for a higher, simply imply a harassing limitation upon the subjects of instruction when the higher school dictates the studies and directs the instruction in the lower, or when each school instead of being a part of an organism, must act as an independent body.

Possibly High Schools are supplying as much education above the elementary as is demanded, but they are doing very little, perhaps nothing to stimulate this demand. In the larger towns, the High Schools furnish the instruction which a few wish for, but they do not help, or help only to a very slight extent the main body of the youth in the town.

This means that they are doing only what could be done

without them. For when so few demand what the High Schools afford, it is probable that the people who want this education for their children could be trusted to find it for them. These High Schools provide at the expense of the taxpayer what a few want a little cheaper than private individuals could provide it. They should prove their right to exist by creating a demand for their special training and fitting youth for useful occupations.

Notably is weak teaching manifest in the High Schools and in the advanced grammar grades in the Elementary Schools. Deficiencies in these grades are not easily detected. Children can be set to tasks useless or useful. Memory exercises indicating an apparent intellectual activity can be given, while the whole process of learning is fatal to thinking, and ultimately to independent right action. As in Elementary Schools, so in High Schools the cardinal need to-day is a supply of persons qualified to intelligently instruct.

We herewith transmit the report of the Secretary, which contains much matter of importance.

EDWARD D. ROBBINS,
ANTHONY AMES,
GEO. M. CARRINGTON,
WILLIAM G. SUMNER.

REPORT OF THE SECRETARY.

To the Board of Education of the State of Connecticut:

Your Secretary respectfully submits his ninth annual Report.

This Report is arranged under the following heads :

- | | |
|--|---|
| 1. Financial Statement. | (<i>d</i>) Arbor Day. |
| (<i>a</i>) Receipts. | (<i>e</i>) Normal School at New Britain. |
| (<i>b</i>) Expenditures. | |
| 2. Scholars. | 1. Report of Principal. |
| (<i>a</i>) Enumeration. | (<i>f</i>) Normal School at Wil-
limantic. |
| (<i>b</i>) Attendance. | 1. Report of Principal. |
| (<i>c</i>) Report of Giles Potter. | (<i>g</i>) Industrial School at
Middletown. |
| (<i>d</i>) Employment of Child-
ren. | |
| 1. Tables. | 5. Schoolhouses and Libraries. |
| 3. Teachers. | (<i>a</i>) Plans of Schoolhouses.
List of Libraries in the
State. |
| (<i>a</i>) Teachers' Meetings. | |
| (<i>b</i>) Extension Courses. | 6. Report on the condition
of Schools in Fairfield
County. |
| (<i>c</i>) State Examinations. | |
| (<i>d</i>) List of holders of State
Certificates. | 7. Report on the condition of
Schools in New Haven
County. |
| 4. Schools. | |
| (<i>a</i>) Evening Schools. | |
| (<i>b</i>) Kindergartens. | |
| (<i>c</i>) Text-book of Physi-
ology. | |

The Appendix contains :

- | | |
|---|--|
| 1. Statistical Tables. | 2. Enumeration of October,
1890, by Districts. |
| (<i>a</i>) Receipts. | |
| (<i>b</i>) Expenses. | 3. Amounts paid for Libraries. |
| (<i>c</i>) Scholars. | 4. Extracts from Reports of
School Visitors. |
| (<i>d</i>) Schools. | |
| (<i>e</i>) Schoolhouses and Li-
braries. | 5. Questions used at the State
and Normal School Ex-
aminations. |

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| 6. Outline of Course in Physics for Teachers' Classes, by G. P. Phenix.
7. Outline Science Lessons in Elementary Schools, by A. B. Morrill.
8. Lessons in Physics for Common Schools, by G. P. Phenix.
9. Lessons in Chemistry for Common Schools, by G. P. Phenix. | 10. Schools in Farmington in the Olden Time, by Julius Gay.
11. Health in our Public Schools, by Dr. Melancthan Storrs.
12. Catalogue of Normal School at New Britain.
13. Catalogue of Normal School at Willimantic.
14. List of School Visitors.
15. Statistics for 1892. |
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The Laws relating to Education are published in this volume.

All the available statistical material was collected and has been examined and thoroughly tested by Mr. A. J. Wright, who has for the eight years last past performed this work. This material is trustworthy, and can be accepted as conveying, so far as figures can convey, the best information about common schools.

To the work of examination Mr. S. P. Willard has given his whole time.

Mr. Giles Potter and Mr. J. K. Judson have been employed in enforcement of the laws relating to attendance and child labor.

To all special acknowledgment of constant, conscientious, and energetic service for the State is due, and is here accorded.

General Statistics.

The following statistics are of general interest :

Population of Connecticut, 1890,	746,258
Number of children between 4 and 16 years of age,	161,241
Number of pupils enrolled in the common schools,	128,905
Increase,	2,400
Percentage of increase,	1.89
Enrolled per capita of population,]	17.27

Average daily attendance,	84,304
Increase,	648
Percentage of increase, . . . . .	.77
Ratio to enrollment,	65.40
Average number of days the schools were kept, .	182.26
Number of schoolhouses,	1,650
Value of all public school property,	\$6,655,054.81
Value per capita of population,	8.91
Value per capita of average attendance,	78.94
Number of teachers :	
Males, winter,	434
Females, "	2,866
Total,	3,300
Males, summer,	341
Females, "	2,952
Total,	3,293
Percentage of male teachers,	11.00
Average monthly wages of teachers :	
Males,	\$77.11
Increase, . . . . .	.87
Females,	39.84
Increase, . . . . .	.50
Revenue :	
From permanent funds,	\$164,531.38
From State taxes,	241,861.50
From local taxes,	1,527,110.19
From other sources,	75,880.51
Total,	\$2,009,383.58
Percentage of revenue derived from —	Per cent.
Permanent funds,	8
State taxes,	12
Local taxes,	76
Other sources,	4
Expenditure :	
For new buildings,	\$307,830.92
For libraries and apparatus,	15,121.33
For running expenses, including salaries of teachers and superintendents,	1,560,608.21
For other expenses,	283,518.72
Total,	\$2,167,079.18

Expenditure per capita of population :

For running expenses,	\$2.09
Total expenditure,	2.90

Daily cost of education per pupil :

For running expenses,	10 cents
For all purposes,	14 "

Amount of permanent invested funds, .	\$3,054,541.34
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FINANCIAL STATEMENT.

Summary of Statistics, 1890-91.

Dividend per child from School Fund,	\$.75
Income of School Fund distributed,	120,930.75
Amount paid for schools from State tax,	241,861.50
Income of Town Deposit Fund,	35,255.93
Income of local funds,	8,344.70
Amount raised for schools by town tax,	976,211.51
Increase for the year,	22,320.63
Amount raised for schools by district tax,	550,898.68
Decrease for the year,	29,112.11
Amount of voluntary contributions for schools,	7,641.57
Amount for schools from other sources,	68,238.94
Total amount received for public schools from all sources,	2,009,383.58
Decrease for the year,	6,283.53
Amount expended for teachers' wages,	1,369,432.97
Increase for the year,	39,345.41
Amount expended for fuel and incidentals,	158,788.33
Decrease for the year,	23,677.00
Amount expended for repairs of school buildings,	98,870.99
Decrease for the year,	100.34
Amount expended for libraries and apparatus,	15,121.33
Decrease for the year,	1,321.81
Amount expended for new schoolhouses,	307,830.92
Increase for the year,	46,407.86
Amount expended for other school purposes,	217,034.64
Decrease for the year,	17,414.40
Total amount expended for public schools,	2,167,079.18
Increase for the year,	43,239.72
Estimated value of school property in the State,	6,655,054.81
School district indebtedness of the State,	1,755,530.32
Cost of superintendence of schools,	32,386.91

Number of districts that raised a tax during the	
year,	126
Cost of new schoolhouses,	454,031.26

RECEIPTS.

On the 30th day of June, 1891, the principal of the School School fund.
Fund was invested as follows :

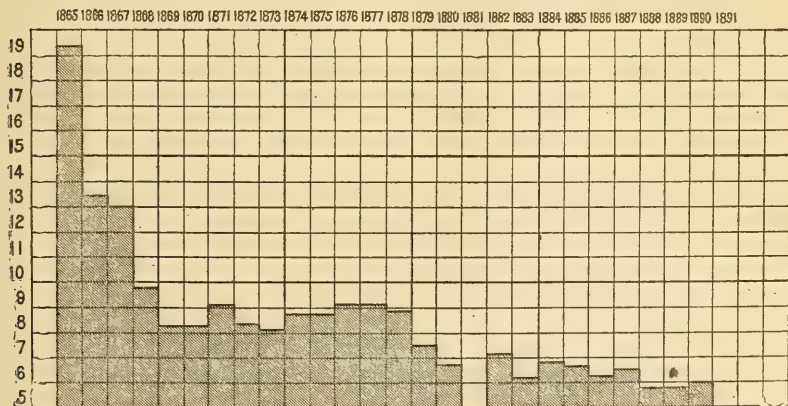
Bonds and mortgages,	\$1,702,634.33
Real estate,	139,561.62
Bank stock,	167,397.61
Cash,	9,169.88
Total,	\$2,018,763.44

In October, 1890, the number of children between 4 and Per capita distri-
16 years of age was 161,241. The income of the School bution.
Fund was sufficient to permit the Commissioner to distri-
bute to the towns in March, 1891, seventy-five cents for each
enumerated person. The sum thus distributed was \$120,-
930.75, which was six per cent. of the whole revenue for
schools.

The following table shows the ratio of the income of the Ratio of school
School Fund to whole revenue for school purposes for years fund to income.
1866 to 1891 :

TABLE A.

Pr. ct.



Local funds.

The origin and history of local funds, so far as can at this time be ascertained, were set out in the report for 1890, pages 167*-177*.

In that Report it was stated that the principal of these funds was \$282,451.03. This sum produced an income of \$8,344.70 in the years 1890-1891.

There have been no additions to these funds in 1890-1891.

Income of local funds.

The following table shows the income of these funds for twenty-four years, as reported to this office :

Income of Local Funds for Twenty-four Years.

Report of Year.	Amount of Income.	Report of Year.	Amount of Income.	Report of Year.	Amount of Income.
1869	\$8,919.15	1877	\$12,562.54	1885	\$8,553.16
1870	12,300.34	1878	12,754.62	1886	8,305.80
1871	7,920.77	1879	10,967.86	1887	8,455.48
1872	9,627.23	1880	10,723.67	1888	7,723.20
1873	11,348.05	1881	11,141.74	1889	7,968.50
1874	12,196.45	1882	7,718.56	1890	7,589.45
1875	16,064.71	1883	8,582.13	1891	7,839.16
1876	15,614.79	1884	9,310.94	1892	8,344.70

District tax.

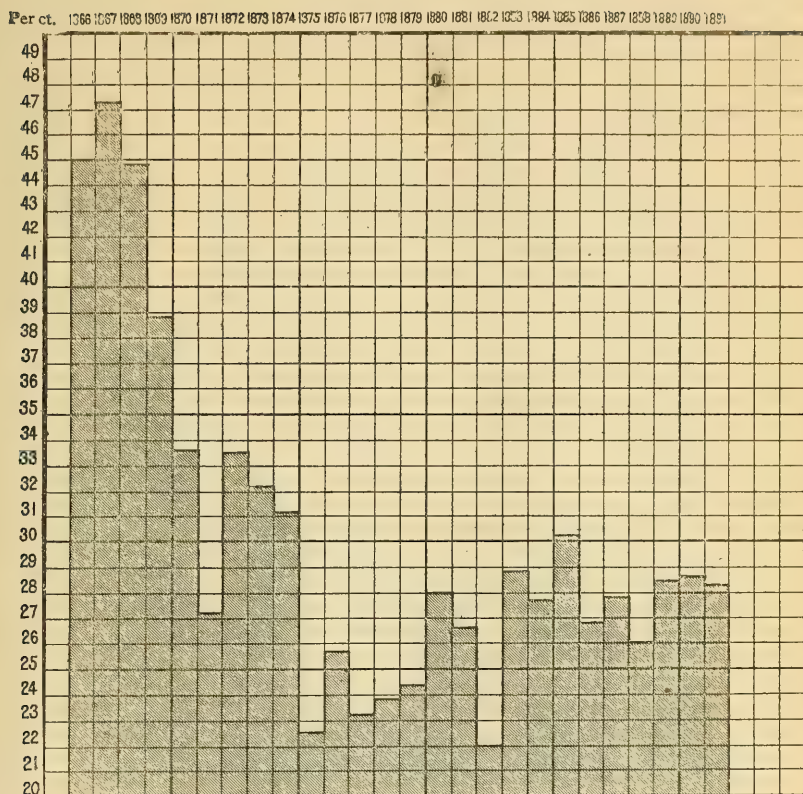
Of the 1,408 districts in the State, 126, which is 16 less than last year, taxed themselves for school purposes. These 126 districts are situated in 68 towns. The amount raised by the districts for school purposes was \$550,898.68. This includes sums raised for schoolhouses, sites, and interest on debts.

These 126 municipalities, constituting nine per cent. of the whole number of districts, raised 27.4 of the whole revenue for schools.

Ratio of district tax to whole revenue.

The following graphic table exhibits the ratio of district tax to the whole revenue for school purposes for the years 1866-1891 :

TABLE B.



The variations shown by this table are considerable. Any striking increase is caused by special outlays, as for new schoolhouses.

The sum raised by districts has increased from \$317,937 in 1866 to \$550,898 in 1891. The tendency is not for districts to raise less, but for towns to raise more. [See page 25.]

From the State Treasury, on basis of enumeration, there was paid to the towns \$241,861.50, an increase of \$3,000, caused by an increase of 2,000 in the number of persons between the ages of 4 and 16.

Largest and
smallest grant.

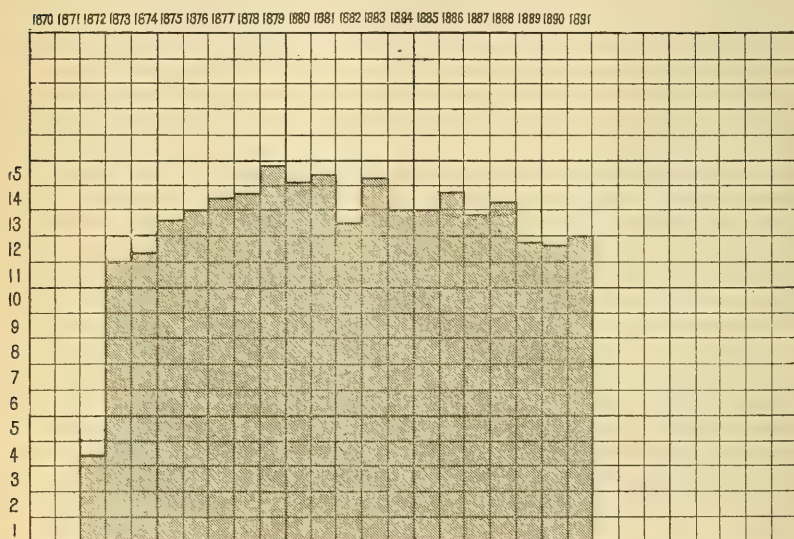
The town receiving the largest sum was New Haven, \$28,446 00 for 18,964 children. The town receiving the smallest sum was Andover, \$97.50 for 65 children.

For the first time there was no direct State tax. The money for the school grant was derived from taxes on corporations and investments.

Ratio of State
tax to whole rev-
enue.

The following graphic table will show the ratio of the State tax to the revenue derived from all sources for the years 1872-1891:

TABLE C.



Town tax.

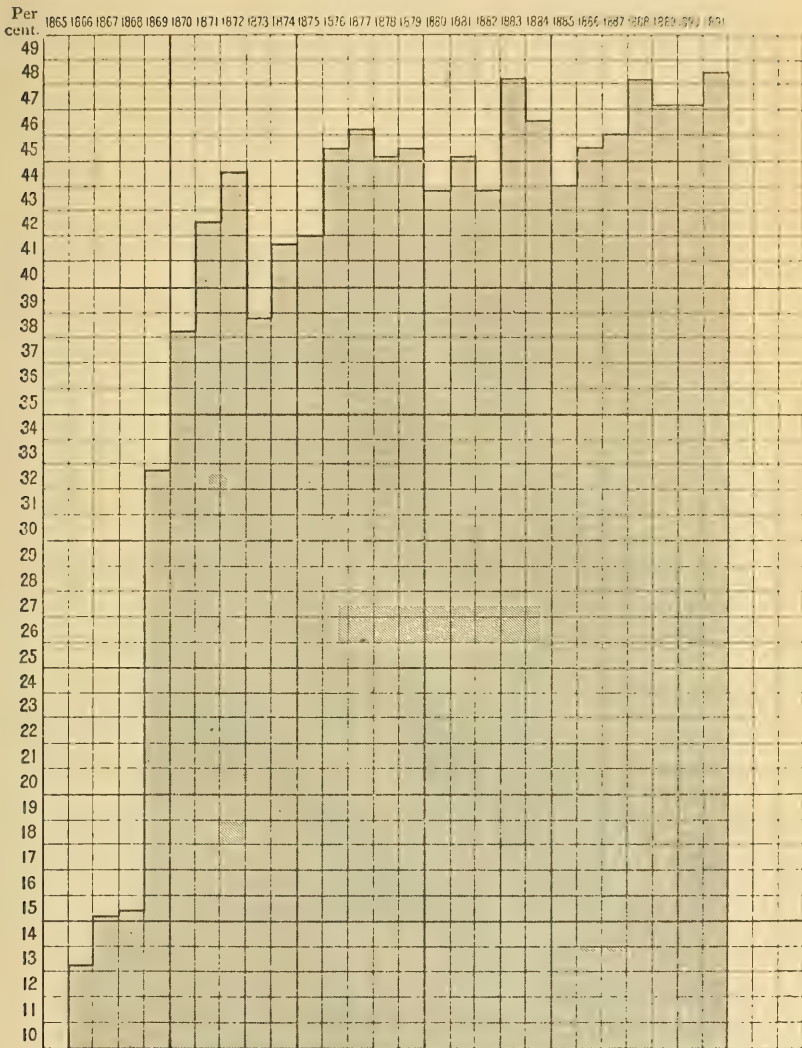
The 168 towns raised for school purposes \$976,211.51. There is double taxation in many towns,—first the district tax, then the town tax. In a few of the larger towns the town tax is very small, while the districts substantially maintain their schools.

It will be noted that the amount raised by district tax in 126 districts is more than one-half the amount raised by the 168 towns.

Ratio of town tax
to whole revenue.

The following graphic table will show the ratio of the sum derived from town tax to the whole revenue for schools for the years 1866-1891:

TABLE D.



This illustrates what was mentioned on page 23, ^{Towns assuming} that the towns are more and more assuming the support of ^{maintenance of} schools. The school fund contributes an insignificant part, 6 per cent. of the necessary sum. Districts are inclined to carry only the special expenses of insurance, repairs, interest charges, etc., which the care of buildings imposes.

Summary of
receipts.

The following is a summary of receipts for the year ending July 14, 1891 :

From permanent investments —			
School Fund,	.	.	\$120,930.75
Town Deposit Fund,	.	.	35,255.93
Local Funds,	.	.	8,344.70
			\$164,531.38
From Taxation —			
Town Tax,	.	.	976,211.51
District Tax,	.	.	550,893.68
State Tax,	.	.	241,861.50
			1,768,971.69
From Voluntary Contributions, .			
	.	.	7 641.57
Other sources (tuitions, etc.), .			
	.	.	68,238.94
			75,880.51
Total, .			\$2,009,383.58

Receipts.

The following table gives the several amounts received from the sources above mentioned for each of the twenty-six years last past with the per cent. which each constituted of the total receipts for schools :

Year.	School Fund.	Per cent.	District Tax.	Per cent.	Town Tax.	Per cent.	State Tax.	Per Cent.
1866	\$136,471.94	19.3	\$317,937.37	45.0	\$93,726.10	13.2	.....	.....
1867	132,072.40	13.5	466,931.90	47.4	149,680.99	15.2	.....	.....
1868	136,015.00	13.0	467,804.77	44.8	160,347.35	15.3	.....	.....
1869	124,082.00	9.7	491,420.61	38.7	415,318.26	32.7	.....	.....
1870	125,407.00	8.4	498,846.09	33.6	568,387.50	38.3	.....	.....
1871	128,468.00	8.4	410,708.11	27.2	641,837.76	42.6	.....	.....
1872	131,748.00	9.1	485,523.56	33.5	642,194.11	44.5	\$65,874.00	4.5
1873	132,848.00	8.5	499,555.19	32.3	598,873.44	38.8	199,272.00	12.0
1874	133,528.00	8.2	502,500.80	31.1	669,856.88	41.5	200,292.00	12.3
1875	148,220.60	8.6	463,775.19	22.7	668,167.13	41.9	202,119.00	12.6
1876	135,189.00	8.6	399,834.65	25.6	711,167.98	45.5	202,783.50	12.9
1877	137,261.00	9.1	349,949.89	23.2	697,103.26	46.2	205,891.50	13.6
1878	138,475.00	9.1	362,128.54	23.9	682,407.59	45.2	207,712.50	13.7
1879	124,585.20	8.9	341,018.81	24.4	635,328.58	45.6	207,642.00	14.9
1880	112,188.00	7.5	416,306.33	28.0	649,987.83	43.8	210,352.50	14.1
1881	100,611.70	6.7	393,007.82	26.5	670,146.35	45.2	215,596.50	14.5
1882	87,721.20	5.0	382,515.80	22.0	760,105.40	43.8	219,303.00	12.6
1883	112,096.50	7.1	452,616.96	28.9	840,365.39	48.4	224,193.00	14.3
1884	112,950.75	6.4	484,343.55	27.8	810,253.93	46.6	225,901.50	13.0
1885	120,855.20	6.9	525,119.36	30.2	764,688.09	44.0	226,603.50	13.0
1886	114,124.20	6.8	448,005.33	26.9	758,797.83	45.6	228,249.00	13.7
1887	114,945.00	6.4	499,804.42	27.8	825,554.24	46.0	229,890.00	12.8
1888	116,199.00	6.6	453,483.69	25.9	844,901.14	48.2	232,398.00	13.2
1889	117,932.25	5.9	570,660.69	28.6	941,881.01	47.3	235,864.50	11.8
1890	119,430.75	5.9	580,010.79	28.7	953,890.88	47.3	238,861.50	11.7
1891	120,930.75	6.0	550,898.68	27.4	976,211.51	48.5	241,861.50	12.0

Table E, pp. 27-28, shows the rate of taxation in the several towns in the State.

EXPENDITURES.

Teachers' wages.

The amount expended for teachers' wages was \$1,369,432.97, an increase for the year of \$39,345.41. This sum is 63.1 of the whole expenditure for schools.

The amount expended for teachers' wages has increased from \$421,137.92 in 1866 to \$1,369,432.97 in 1891.

Cause of in-
crease.

The maintenance of schools in small districts for 30 weeks instead of 24, and in districts enumerating 50 scholars for 36 weeks instead of 30, increases the amount paid for teachers' wages.

27-28

TABLE E.

SHOWING THE RATE OF TAXATION FOR PUBLIC SCHOOLS IN MILLS AND TENTHS

IN THE 168 TOWNS OF THE STATE FOR THE YEAR 1890-1891.

Rank.	TOWN.	Grand List.	Per cent. in Mills.
168	Clinton,	\$67,386	.33
167	Old Saybrook,	111,607	.38
166	East Haven,	168,607	.39
165	Chaplin,	216,408	.59
164	Westport,	2,055,827	1.40
163	Wethersfield,	1,182,465	1.53
162	Pomfret,	818,151	1.50
161	Andover,	195,791	1.60
160	Putnam,	3,294,793	1.65
159	Wolcott,	223,995	1.66
158	Weston,	374,062	1.66
157	Westbrook,	495,585	1.68
156	Durham,	481,192	1.79
155	Darien,	1,160,632	1.82
154	Newington,	520,699	1.82
153	Bethlehem,	394,871	1.94
152	East Granby,	464,517	1.96
151	Lebanon,	377,977	1.96
150	Morris,	34,727	1.96
149	Handen,	1,712,211	2.08
148	Woodstock,	944,256	2.08
147	Sprague,	653,888	2.13
146	Watertown,	1,284,838	2.15
145	Bloomfield,	737,593	2.16
144	Norfolk,	852,300	2.22
143	Watford,	1,136,064	2.25
142	Lisbon,	237,198	2.26
141	Sherman,	354,996	2.27
140	Lebanon,	947,230	2.28
139	Washington,	868,254	2.28
138	Bozrah,	502,589	2.35
137	Greenwich,	4,797,797	2.36
136	Wethersfield,	437,344	2.38
135	Woodbury,	922,283	2.40
134	West Hartford,	420,276	2.42
133	Ridgefield,	1,615,115	2.48
132	Thompson,	1,623,623	2.48
131	Southbury,	616,384	2.49
130	Middlefield,	566,088	2.50
129	Salem,	207,593	2.53
128	Goshen,	560,326	2.54
127	Litchfield,	2,010,812	2.54
126	Canterbury,	481,741	2.57
125	Sharon,	1,130,368	2.57
124	Cromwell,	844,317	2.59
123	Old Lyme,	443,810	2.61
122	Ledyard,	460,385	2.65
121	Salisbury,	1,807,827	2.67
120	Wilton,	696,412	2.67
119	Avon,	447,917	2.68
118	Ridgely,	8,389,398	2.70
117	Rocky Hill,	1,838,163	2.70
116	Suffield,	1,19,744	2.70
115	Bridgewater,	380,662	2.78
114	North Branford,	471,215	2.81
113	Canaan,	523,565	2.82
112	Colebrook,	371,383	2.82
111	Warren,	228,141	2.84
110	Simsbury,	1,028,200	2.87
109	Windsor Locks,	733,045	2.90
108	East Haddam,	1,158,456	2.91
107	Cornwall,	635,535	2.93
106	Brookfield,	514,838	2.93
105	Barthamsted,	359,482	2.93
104	Ellington,	729,148	2.93
103	Hampton,	399,812	2.93
102	Chester,	493,351	2.94
101	Botom,	180,357	2.95
100	Danbury,	7,096,173	2.99
99	East Granby,	668,222	3.00
98	New Milford,	1,910,744	3.01
97	Marlborough,	119,748	3.02
96	Cheshire,	177,638	3.02
95	No. Stonington,	62,908	3.08
94	Middlebury,	231,408	3.09
93	South Windsor,	1,244,406	3.09
92	Beacon Falls,	102,655	3.11
91	Essex,	915,570	3.12
90	New Fairfield,	367,895	3.13
89	North Canaan,	696,004	3.14
88	Winchester,	2,742,264	3.14
87	Haddam,	684,422	3.14
86	New London,	7,831,244	3.16
85	New Canaan,	1,248,766	3.16
84	Harwinton,	412,644	3.17
83	Franklin,	285,173	3.23
82	Montville,	1,040,382	3.24
81	Gillingworth,	318,975	3.25
80	Pariswold,	1,355,672	3.26
79	Griswold,	2,249,963	3.29
78	Vernon,	2,065,676	3.33
77	Redding,	576,613	3.34
76	Brooklyn,	1,567,272	3.38
75	Thomaston,	1,567,272	3.38
74	Scotland,	231,488	3.39
73	Chatham,	640,397	3.40
72	Eastford,	186,333	3.41
71	Trumbull,	610,504	3.41
70	Bethany,	279,637	3.43
69	Guilford,	1,359,959	3.45
68	Mansfield,	563,392	3.48
67	Newtown,	1,583,218	3.52
66	Newtown,	615,220	3.55
65	Coventry,	3,218,248	3.57
64	Manchester,	1,047,193	3.68
63	Berlin,	1,259,868	3.68
62	Wilford,	401,867	3.69
61	Woodbridge,	47,355,939	3.72
60	Granby,	880,935	3.73
59	Preston,	616,497	3.81
58	Saybrook,	616,497	3.81
57	Glastonbury,	1,064,431	3.85
56	North Haven,	735,194	3.90
55	Bridgeport,	21,942,282	3.91
54	Oxford,	322,496	3.95
53	Norwich,	13,190,515	3.96
52	Killingworth,	213,312	4.00
51	Groton,	1,787,115	4.06
50	Madison,	706,521	4.07
49	Easton,	418,669	4.11
48	Brantford,	1,677,213	4.13
47	Columbia,	205,364	4.17
46	Killingworth,	470,493	4.20
45	Stonington,	2,976,858	4.23
44	Monroe,	1,071,108	4.25
43	Colchester,	1,071,108	4.25
42	East Hartford,	1,756,737	4.29
41	New Britain,	1,039,700	4.30
40	New Britain,	7,331,719	4.32
39	Stamford,	8,846,154	4.32
38	Stamford,	621,653	4.34
37	Plainfield,	1,692,413	4.37
36	Windham,	4,368,446	4.54
35	Windham,	208,959	4.55
34	Bartington,	343,109	4.64
33	Eastford,	266,459	4.65
32	Eastford,	2,045,151	4.69
31	Windsor,	1,376,698	4.79
30	Seymour,	1,028,167	4.81
29	Stratford,	928,917	4.81
28	Meriden,	10,940,919	4.83
27	Willington,	228,309	4.83
26	Willington,	126,542	4.84
25	Union,	50,739,536	4.98
24	New Haven,	985,725	5.15
23	Plymouth,	1,091,224	5.20
22	Voluntown,	238,472	5.20
21	Voluntown,	1,155,493	5.47
20	Canton,	1,621,475	5.48
19	Carmington,	2,593,898	5.83
18	Hartford,	1,028,167	5.83
17	Bethel,	1,028,167	5.83
16	Bethel,	6,168,673	6.25
15	Norwalk,	2,248,878	6.38
14	Killingly,	314,204	6.72
13	Southington,	2,173,015	6.86
12	Naugatuck,	2,004,578	7.17
11	Derby,	1,708,727	7.31
10	Waterbury,	10,368,393	7.48
9	Waterbury,	2,514,129	7.75
8	Plainville,	2,855,194	7.94
7	Plainville,	1,128,478	8.09
6	Stafford,	1,754,069	8.39
5	Torington,	1,54,621	8.55
4	Prospect,	1,860,464	12.82
3	Portland,	3,054,037	12.83
2	Bristol,		

INDEX TO RANK

Andover,	161	Monroe,	43
Ansonia,	6	Montville,	81
Ashford,	32	Morris,	150
Avon,	118	Naugatuck,	11
Barkhamsted,	104	New Britain,	39
Beacon Falls,	91	New Canaan,	80
Berlin,	63	New Fairfield,	80
Bethany,	69	New Hartford,	40
Bethel,	16	New Haven,	24
Bethlehem,	153	Newington,	154
Bloomfield,	145	New London,	85
Bozrah,	100	New Milford,	97
Brantford,	138	Newtown,	66
Brantford,	47	Norfolk,	144
Bridgeport,	54	North Branford,	113
Bridgewater,	114	North Canaan,	88
Bristol,	1	North Haven,	55
Brookfield,	105	North Stonington,	94
Brooklyn,	73	Norwalk,	15
Burlington,	112	Norwich,	15
Canaan,	123	Old Lyme,	52
Canterbury,	125	Old Saybrook,	12
Canton,	20	Orange,	18
Chaplin,	165	Oxford,	36
Chatham,	72	Plainfield,	30
Cheshire,	95	Plainville,	7
Chester,	101	Plymouth,	23
Clinton,	168	Pomfret,	162
Colchester,	111	Prospect,	58
Colebrook,	46	Putnam,	160
Columbia,	106	Redding,	76
Cornwall,	65	Ridgely,	131
Coventry,	123	Rocky Hill,	116
Danbury,	99	Roxbury,	138
Darien,	10	Salem,	148
Derby,	10	Salisbury,	120
Durham,	156	Saybrook,	70
Eastford,	70	Scotland,	57
East Granby,	152	Seymour,	20
East Haddam,	107	Sharon,	124
East Hartford,	41	Sherman,	141
East Haven,	166	Simsbury,	109
East Lyme,	98	Somers,	37
Easton,	48	Southington,	130
East Windsor,	22	Southington,	92
Ellington,	103	Sprague,	147
Enfield,	31	Stafford,	5
Essex,	90	Stamford,	38
Farmington,	78	Stamford,	13
Franklin,	49	Stamford,	44
Glastonbury,	96	Stamford,	115
Goshen,	127	Suffield,	28
Griswold,	137	Thomaston,	74
Greenwich,	139	Thompson,	185
Groton,	70	Tolland,	82
Guilford,	58	Torrington,	4
Haddam,	86	Trumbull,	71
Hamden,	149	Union,	25
Hampton,	102	Vernon,	77
Hartford,	60	Voluntown,	21
Hartland,	34	Wallingford,	8
Harwinton,	83	Warren,	110
Hebron,	136	Washington,	139
Huntington,	17	Waterbury,	9
Kent,	45	Waterford,	143
Killingly,	14	Watertown,	146
Killingworth,	51	Westbrook,	157
Lebanon,	140	West Hartford,	131
Lisbon,	121	Weston,	158
Litchfield,	146	Wethersfield,	163
Lyme,	151	Willington,	106
Madison,	40	Wilton,	110
Mansfield,	64	Winchester,	87
Marlborough,	67	Windham,	35
Marlborough,	66	Windsor,	30
Meriden,	27	Windsor Locks,	108
Middlebury,	93	Wolcott,	159
Middlefield,	129	Woodbridge,	61
Middleton,	117	Woodbury,	135
Milford,	62	Woodstock,	148

7 m.

6 m.

5 m.

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16 m.

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The ratio of teachers wages to total expenditure has fallen from 69.6 in 1889 to 63.1 in 1891. This is due to the large sums expended in 1890 and 1891 for buildings, which increased the total amount paid for public schools and diminished the ratio of the other expenditures to the whole expenditure.

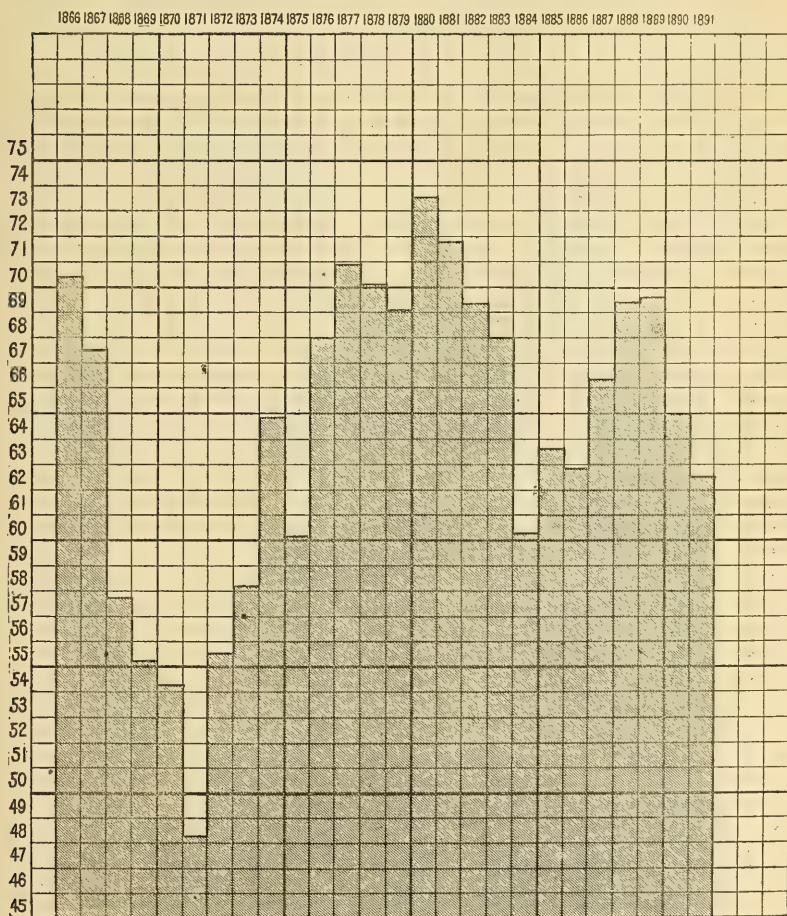
Ratio of wages
to expenditure,
1865-91.

The number of teachers has increased in this period from 2,103 to 3,226. While the number of teachers has increased 65 per cent., the amount paid for wages has increased 200 per cent.

The following graphic table shows the ratio of teachers' wages to the whole expenditure for public schools for the years 1865-1891.

Ratio of teach-
ers' wages to
expenditures.

TABLE F.



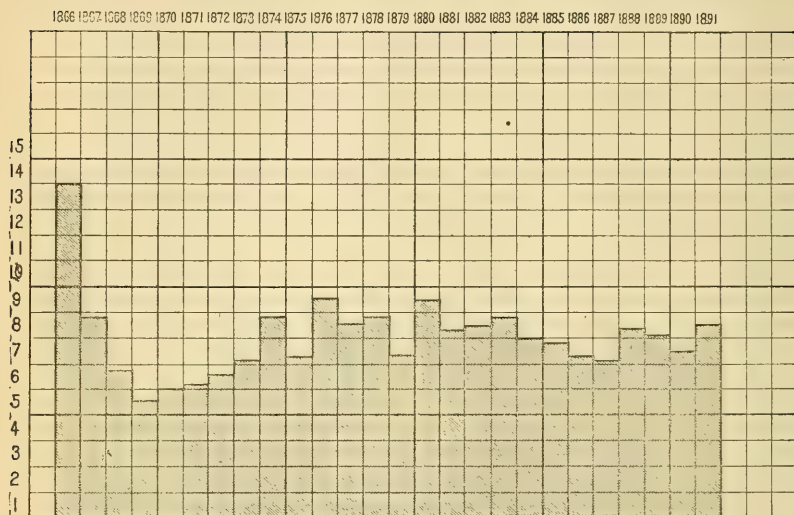
Fuel and incidentals.

The expenditure for fuel and incidentals was \$158,788.33.

Comparative table, 1866-1891.

The following table will show the ratio of expenditure for fuel and incidentals to the whole expenditure, for the years 1866-1891:

TABLE G.



Running expenses.

Teachers' wages, fuel and incidentals, and cost of superintendence amounting to \$1,560,608.21, constitute the running expenses of schools, and are 72 per cent. of the whole expenditure. The remaining expenses, amounting to \$606,470.97, were distributed among libraries, new buildings, repairs, and other objects, including payment of interest on bonded and floating debts.

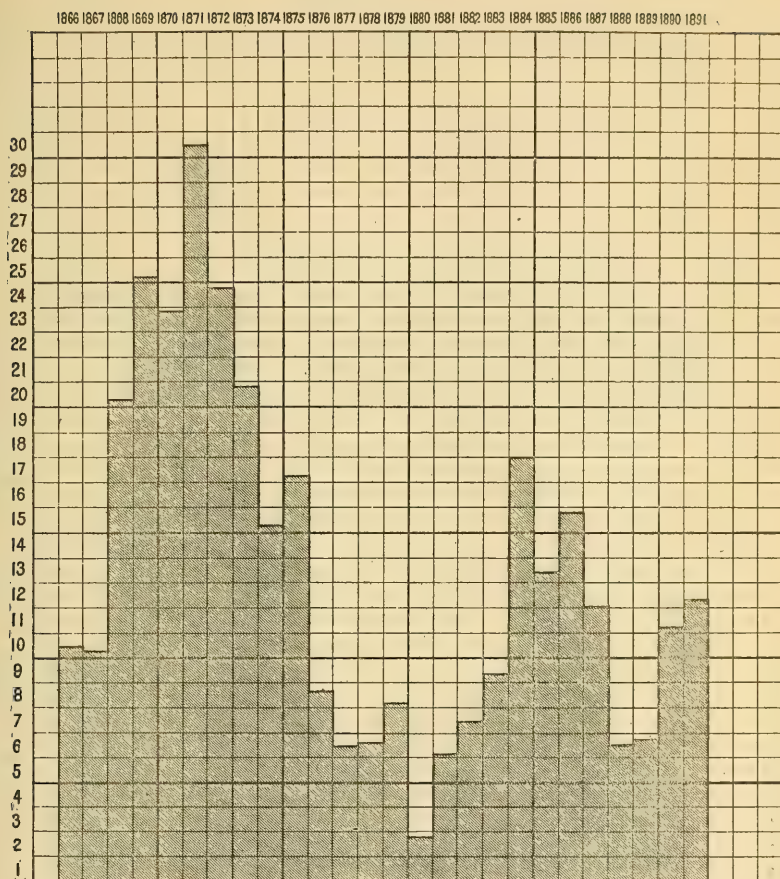
New school-houses.

The amount expended for new schoolhouses completed in 1890-'91 was \$370,830.92.

Comparative table.

The following graphic table will show the ratio of expenditure for new schoolhouses to the whole expenditure for the years 1866-1891:

TABLE II.



The amount expended for libraries and apparatus was \$15,121.33. The amount raised in the towns and districts by voluntary contributions for this purpose was \$10,236.33, and the amount contributed from the State Treasury was \$4,885.00.

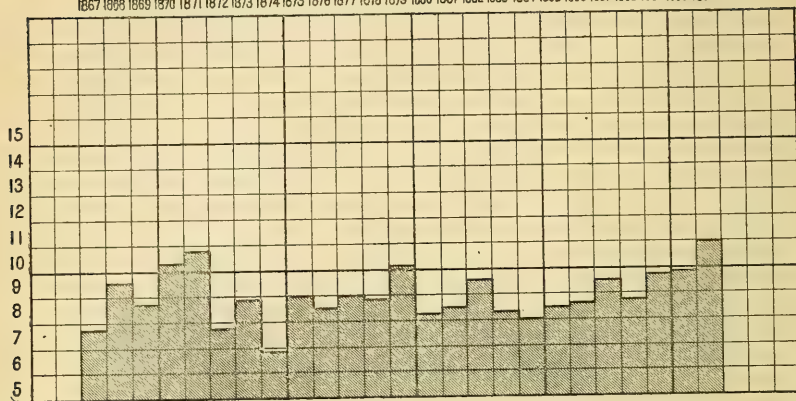
Under "Other Objects" are grouped interest, rent, insurance, and money paid for sites. For the year 1890-'91 the total was \$217,034.64.

The ratio which the sums thus designated bear to the whole expenditure will be shown by the following graphic table:

Comparative
table, 1866-1891.

TABLE I.

1867 1869 1869 1870 1871 1872 1873 1874 1875 1876 1877 1878 1879 1880 1881 1882 1883 1884 1885 1886 1887 1888 1889 1890 1891

Expenditures,
1866-1891.

The following table gives the expenditures under the various heads for the years since 1866, and the per cent. each constituted of the total expenditure for schools:

Report of Year.	Teachers' Wages.	Per Cent.	Fuel and Incidentals	Per Cent.	New Build- ings.	Per Cent.	Repairs.	Per Cent.	Other Objects.	Per Cent.
1866	\$421,137.92	70.4	\$84,464.90	14.1	\$62,353.50	10.4	\$29,515.87	4.9	.....	...
1867	482,677.50	67.3	63,421.32	8.8	73,212.35	10.2	38,789.62	5.4	\$56,522.29	7.8
1868	557,193.22	57.8	64,606.19	6.7	196,453.28	20.4	49,471.84	5.1	92,200.75	9.5
1869	609,658.05	55.3	62,183.96	5.6	276,901.14	25.1	51,781.32	4.6	97,746.85	8.8
1870	695,539.25	54.3	77,090.60	6.0	305,631.72	23.8	63,555.81	4.9	131,782.99	10.3
1871	785,680.04	48.4	101,086.94	6.2	494,604.41	30.5	55,713.69	3.4	176,247.48	10.8
1872	833,759.96	55.6	98,238.44	6.5	370,369.73	24.7	70,005.64	4.6	117,148.21	7.8
1873	888,871.89	58.1	110,202.90	7.2	319,025.55	20.8	65,224.56	4.2	137,169.37	8.9
1874	959,229.40	64.9	128,588.05	8.7	226,705.78	15.3	53,960.87	3.6	100,862.89	6.8
1875	1,021,714.07	60.1	127,055.01	7.4	294,228.11	17.3	93,863.83	5.5	153,044.13	9.0
1876	1,057,242.10	68.0	140,130.42	9.6	135,135.46	8.7	77,544.46	4.3	134,269.17	8.6
1877	1,085,290.05	70.9	133,343.89	8.7	95,758.63	6.2	68,860.09	4.5	138,480.14	9.0
1878	1,058,682.28	70.1	134,125.12	8.8	98,698.80	6.5	73,516.83	4.8	135,655.57	8.9
1879	1,041,040.43	69.1	112,237.12	7.4	124,944.06	8.2	67,715.24	4.4	152,897.07	10.1
1880	1,015,882.91	73.7	128,362.43	9.3	37,227.65	2.7	71,346.14	5.1	115,648.79	8.4
1881	1,011,729.94	71.8	118,036.64	8.3	87,047.08	6.1	60,814.27	4.3	121,300.31	8.6
1882	1,025,322.66	69.4	119,392.50	8.0	111,904.78	7.5	65,810.05	4.4	144,774.38	9.7
1883	1,056,268.25	68.0	136,058.20	8.7	146,586.39	9.4	71,288.01	4.5	130,310.84	8.3
1884	1,094,580.61	60.3	145,303.89	8.0	327,408.32	18.0	85,062.22	4.6	146,162.55	8.0
1885	1,130,863.35	63.6	140,757.88	7.9	238,963.98	13.4	102,137.66	5.7	150,881.45	8.4
1886	1,166,879.13	62.9	135,720.40	7.3	293,212.83	15.8	86,384.09	4.6	158,489.05	8.5
1887	1,188,056.04	66.3	127,644.60	7.1	216,401.15	12.0	77,338.42	4.3	171,164.26	9.5
1888	1,227,412.60	69.4	148,786.24	8.4	117,860.67	6.6	104,911.91	5.9	156,207.22	8.8
1889	1,264,061.02	69.6	149,322.73	8.2	124,598.70	6.8	88,068.47	4.8	176,438.40	9.7
1890	1,291,472.88	65.0	149,016.64	7.5	226,190.45	11.3	105,619.00	5.3	196,624.30	9.9
1891	1,330,087.56	62.6	182,465.33	8.5	261,423.06	12.3	98,971.33	4.6	234,449.04	11.0
1892	1,369,432.97	63.1	158,788.33	7.3	307,830.92	14.2	98,870.99	4.5	217,934.64	10.0

Summary

The following is a summary of expenditures for 1890 to 1891:

Running Expenses:

Teachers' wages,	.	.	.	.	\$1,369,432.97
Fuel and incidentals,	.	.	.	.	158,788.33
Superintendence,	.	.	.	.	32,386.91

TABLE K.
SHOWING THE EXPENDITURE PER CAPITA OF ENUMERATION IN THE 168 TOWNS OF THE
STATE FOR THE YEAR 1890-91.

Rank.	TOWN.	Enumera- tion 1890.	Paid for each Child Enu'd.	\$3	\$4	\$5	\$6
168	Clinton,	235	\$3.06				
167	Putnam,	1,417	4.73				
166	Thompson,	1,497	4.75				
165	Old Saybrook,	283	5.11				
164	Waterford,	647	5.89				\$7
163	Windsor Locks,	626	5.94				
162	Chaplin,	98	6.22				
161	New Britain,	875	6.32				
160	Rocky Hill,	4,088	6.39				
159	Yonkers,	115	6.37				
158	Cheshire,	288	6.50				
157	Brooklyn,	660	6.58				\$8
156	Westport,	757	6.59				
155	Sprague,	349	6.70				
154	Vernon,	2,045	6.71				
153	Sterling,	262	6.78				
152	Colebrook,	271	6.86				
151	Milford,	723	6.89				
150	East Lyme,	406	6.98				
149	Marlborough,	112	7.08				
148	New Hartford,	726	7.14				
147	Danbury,	4,214	7.15				
146	Waterbury,	8,370	7.16				
145	Eastford,	128	7.21				
144	Greenwich,	2,627	7.21				
143	Easton,	257	7.30				
142	Barkhamsted,	1,255	7.41				
141	Derby,	308	7.41				
140	Cromwell,	106	7.44				
139	Newington,	973	7.48				
138	Plainfield,	467	7.48				
137	Woodstock,	125	7.49				
136	East Haven,	355	7.50				
135	Wilton,	198	7.57				
134	Willington,	1,644	7.68				
133	Enfield,	240	7.73				\$9
132	Old Lyme,	271	7.80				
131	Voluntown,	117	7.89				
130	Weston,	277	7.90				
129	East Hartford,	259	7.93				
128	Bridgeport,	12,203	8.00				
127	Pomfret,	106	8.00				
126	Pozrah,	113	8.10				
125	Warren,	814	8.23				
124	Beacon Falls,	424	8.23				
123	Salisbury,	252	8.23				
122	Chatham,	2,862	8.23				
121	Ledyard,	423	8.26				
120	Middletown,	340	8.27				
119	Haddam,	110	8.29				
118	Norfolk,	101	8.32				
117	Bolton,	223	8.35				
116	Lisbon,	880	8.43				
115	Hebron,	1,600	8.54				
114	Roxbury,	207	8.62				
113	Thomaston,	127	8.64				
112	Burlington,	182	8.74				
111	Manchester,	828	8.77				
110	Putnam,	393	8.79				
109	Andover,	372	8.80				
108	Colchester,	303	8.80				
107	Middlefield,	667	8.81				
106	Watertown,	460	8.83				
105	Columbia,	169	8.91				
104	Sherman,	597	9.03				
103	Griswold,	140	9.03				
102	Oxford,	699	9.04				
101	East Haddam,	233	9.06				
100	Stafford,	499	9.06				
99	Granby,	267	9.06				
98	No. Stonington,	349	9.11				
97	Redding,	1,694	9.12				
96	Washington,	240	9.20				
95	East Windsor,	318	9.22				
94	Mansfield,	714	9.27				
93	Canterbury,	222	9.26				
92	Salem,	94	9.40				
91	Wethersfield,	357	9.45				
90	Trumbull,	271	9.48				
89	Cornwall,	300	9.51				
88	Bethel,	680	9.53				
87	Ellington,	323	9.56				
86	Westbrook,	132	9.63				
85	Wolcott,	123	9.65				
84	Southbury,	221	9.68				
83	Portland,	1,600	9.69				\$11
82	Killington,	1,553	9.75				
81	Seymour,	1,800	9.77				
80	New Milford,	763	9.77				
79	Torrington,	1,340	9.70				
78	New London,	2,669	9.81				
77	Northwalk,	3,488	9.81				
76	Goshen,	352	9.82				
75	Monroe,	178	9.85				
74	Newtown,	798	9.88				
73	Winchester,	1,208	9.92				
72	Brookfield,	223	10.01				
71	New Canaan,	525	10.03				
70	Darien,	364	10.08				
69	Lebanon,	339	10.18				
68	Ansonia,	2,411	10.18				
67	Hampton,	151	10.20				
66	Litchfield,	629	10.26				
65	Middlebury,	112	10.27				
64	Montville,	454	10.32				
63	Plainville,	398	10.32				
62	Simsbury,	393	10.35				
61	Naugatuck,	1,304	10.42				
60	Stonington,	1,369	10.44				
59	Windham,	2,194	10.50				
58	Norwich,	5,152	10.55				
57	Union,	86	10.57				
56	Wallington,	1,519	10.63				\$12
55	Colchester,	337	10.64				
54	Norfolk,	340	10.64				
53	North Canaan,	166	10.70				
52	Durham,	319	10.84				
51	Suffield,	635	10.85				
50	New Fairfield,	147	10.94				
49	Bethlehem,	100	11.00				
48	Orange,	121	11.02				
47	Saybrook,	961	11.04				
46	Cheshire,	272	11.07				
45	Windham,	356	11.08				
44	Hartland,	577	11.43				
43	Canaan,	102	11.48				
42	Woodbridge,	171	11.52				
41	Stamford,	168	11.82				
40	Killingworth,	3,434	11.83				
39	Southington,	102	11.86				
38	Bristol,	290	11.87				
37	Fairfield,	1,259	11.91				
36	Madison,	1,594	12.01				
35	Bethany,	749	12.26				
34	Sharon,	18,964	12.44				
33	Franklin,	101	12.52				
32	Guilford,	594	12.59				
31	South Windsor,	1,608	12.68				
30	Plymouth,	441	12.72				
29	Eastford,	108	12.76				
28	West Hartford,	87	13.10				
27	Easton,	488	13.12				
26	Stamford,	105	13.13				
25	Eastford,	365	13.51				
24	Eastford,	447	13.79				
23	Eastford,	701	13.94				
22	Eastford,	1,474	14.44				
21	Eastford,	460	14.54				
20	Eastford,	174	17.29				

INDEX TO RANK.

Andover,	108	Monroe,	61
Ansonia,	54	Montville,	49
Avon,	24	Morris,	46
Barkhamsted,	124	Naugatuck,	160
Beacon Falls,	123	New Britain,	37
Bethany,	97	New Canaan,	53
Bethel,	14	New Fairfield,	147
Bloomfield,	76	New Haven,	15
Bolton,	32	New London,	138
Boston,	115	New Milford,	67
Bourne,	125	Newtown,	60
Bridgeport,	127	North Canaan,	116
Bridgewater,	18	North Hartford,	37
Bristol,	58	North Haven,	30
Brookfield,	136	No. Stonington,	83
Brooklyn,	150	Norwalk,	84
Burlington,	25	Old Lyme,	131
Canaan,	81	Old Saybrook,	105
Canterbury,	13	Orange,	30
Canton,	162	Oxford,	94
Chaplin,	28	Plainfield,	137
Chatham,	187	Plymouth,	48
Cheshire,	108	Pomfret,	5
Colchester,	39	Portland,	126
Colebrook,	58	Putnam,	71
Columbia,	77	Redding,	142
Cornwall,	102	Rocky Hill,	127
Covenry,	139	Roxbury,	86
Cromwell,	146	Salem,	112
Danbury,	56	Salisbury,	121
Derby,	140	Saybrook,	29
Durham,	35	Scotland,	9
East Granby,	144	Seymour,	68
East Haddam,	93	Sharon,	11
East Hartford,	129	Sherman,	96
East Haven,	135	Simsbury,	47
East Lyme,	149	Somers,	20
East Windsor,	84	Southbury,	72
Enfield,	132	Stafford,	19
Essex,	17	Sprague,	6
Fairfield,	4	Stamford,	154
Franklin,	10	Sterling,	22
Glastonbury,	100	Stonington,	152
Goshen,	62	Stratford,	45
Granby,	91	Suffield,	53
Greenwich,	143	Thomaston,	34
Griswold,	95	Thompson,	111
Groton,	89	Tolland,	166
Guilford,	8	Torrington,	107
Haddam,	117	Trumbull,	66
Hamden,	161	Union,	78
Hartford,	52	Vernon,	42
Hartford,	26	Voluntown,	133
Hartford,	85	Wallington,	130
Harwinton,	123	Washington,	41
Hebron,	123	Waterbury,	146
Huntington,	70	Watertown,	186
Kent,	101	Westbrook,	164
Killingly,	69	Westport,	99
Killingworth,	21	Westbrook,	74
Lebanon,	55	Weston,	2
Ledyard,	119	Westport,	128
Lisbon,	114	Wethersfield,	155
Litchfield,	51	Willington,	79
Lyme,	158	Wilton,	133
Madison,	16	Winchester,	134
Manchester,	109	Windham,	59
Mansfield,	83	Windsor,	44
Marlborough,	148	Windsor Locks,	27
Meriden,	82	Woodbridge,	103
Middlefield,	90	Woodbury,	73
Middleton,	118	Woodbury,	23
Milford,	150	Woodstock,	103
			136

TABLE L.
SHOWING EXPENDITURE PER CAPITA OF AVERAGE ATTENDANCE IN THE 168 TOWNS OF THE STATE FOR THE
YEAR 1890-1891.

Rank.	TOWN.	Average attendance.	Am't p'd for each Child in ave. at'nce.
			\$10 \$11 \$12
168	Chaplin,	57	10.60
167	East Lyme,	259	10.92
166	Lyme,	101	11.72
165	Eastford,	77	11.98
164	Chester,	155	12.08
163	Sterling,	145	12.21
162	Preston,	375	12.24
161	Weston,	75	12.31
160	Woodstock,	277	12.59
159	Willington,	119	12.60
158	Rocky Hill,	108	12.69
157	Thomaston,	530	12.73
156	Old Saybrook,	113	12.76
155	Marlborough,	62	12.80
154	Cromwell,	229	12.86
153	Plainfield,	556	13.08
152	Pomfret,	167	13.12
151	Ledyard,	154	13.43
150	Milford,	360	13.48
149	Vernon,	1,011	13.57
148	Waterford,	281	13.58
147	Hebron,	135	13.74
146	Lisbon,	59	14.13
145	Bozrah,	117	14.15
144	Newington,	102	14.23
143	No. Stonington,	223	14.24
142	Columbia,	105	14.27
141	Hampton,	92	14.30
140	East Hartford,	602	14.33
139	Mansfield,	224	14.54
138	Coventry,	223	14.68
137	Morris,	76	14.69
136	Colebrook,	126	14.71
135	Cornwall,	193	14.70
134	Plainville,	277	14.80
133	Groton,	670	14.90
132	Middlefield,	106	15.00
131	New London,	1,744	15.00
130	Middletown,	1,567	15.01
129	Canterbury,	121	15.09
128	New Britain,	1,722	15.10
127	Voluntown,	140	15.10
126	Chatham,	230	15.18
125	Hamden,	364	15.19
124	Putnam,	441	15.19
123	Bethel,	439	15.20
122	Norfolk,	183	15.36
121	Haddam,	227	15.37
120	Manchester,	1,037	15.40
119	Danbury,	1,952	15.43
118	Avon,	233	15.45
117	Naugatuck,	806	15.61
116	Bridgeport,	6,173	15.63
115	Roxbury,	106	15.67
114	Branford,	461	15.70
113	Canton,	455	15.82
112	Wilton,	167	15.91
111	Wolcott,	74	15.93
110	Glastonbury,	369	15.94
109	Colchester,	378	15.99
108	Andover,	35	16.01
107	Beacon Falls,	47	16.03
106	Torrington,	815	16.10
105	Seymour,	489	16.12
104	Old Lyme,	114	16.20
103	Watertown,	250	16.25
102	East Haddam,	277	16.30
101	Barkhamsted,	116	16.32
100	Granby,	148	16.44
99	Salem,	53	16.52
98	Westport,	299	16.67
97	Sprague,	140	16.71
96	Warren,	54	16.74
95	Wethersfield,	201	16.74
94	Saybrook,	179	16.78
93	East Windsor,	393	16.82
92	North Haven,	204	16.95
91	Burlington,	143	17.00
90	Bolton,	53	17.05
89	Essex,	210	17.07
88	Ansonia,	1,288	17.15
87	Tolland,	104	17.17
86	Berlin,	266	17.18
85	Oxford,	122	17.27
84	Stonington,	818	17.46
83	Southington,	857	17.50
82	Waterbury,	3,423	17.52
81	Westbrook,	72	17.53
80	Thompson,	381	17.54
79	Derby,	378	17.60
78	Griswold,	758	17.64
77	Bethany,	358	17.66
76	Orange,	594	17.87
75	Woodbury,	191	17.87
74	Harwinton,	115	17.88
73	Lebanon,	192	17.88
72	Kent,	148	17.95
71	Enfield,	793	17.97
70	Middlebury,	64	17.97
69	North Canaan,	191	18.05
68	Newtown,	434	18.13
67	Somers,	189	18.22
66	North Branford,	97	18.39
65	Ashford,	93	18.45
64	Wallingford,	874	18.48
63	Litchfield,	347	18.60
62	Killingly,	814	18.61
61	New Canaan,	280	18.77
60	Meriden,	2,936	18.84
59	Huntington,	467	19.00
58	Trumbull,	135	19.03
57	Windsor,	346	19.03
56	East Granby,	70	19.05
55	Durham,	74	19.09
54	Greenwich,	757	19.21
53	Bristol,	996	19.22
52	Redding,	114	19.29
51	Washington,	152	19.29
50	New Haven,	12,200	19.34
49	New Milford,	384	19.42
48	Norwalk,	1,762	19.42
47	Suffield,	350	19.44
46	Ridgefield,	224	19.59
45	Stafford,	450	19.67
44	Ellington,	150	19.73
43	Simsbury,	206	19.75
42	Bloomfield,	111	19.79
41	Plymouth,	311	19.82
40	Stratford,	264	19.83
39	Montville,	234	20.02
38	Monroe,	87	20.05
37	Scotland,	56	20.17
36	Killingworth,	50	20.34
35	Franklin,	67	20.41
34	Windsor Locks,	179	20.74
33	Brooklyn,	209	20.80
32	Union,	43	20.90
31	Winchester,	571	20.97
30	Madison,	161	21.26
29	Salisbury,	310	21.26
28	Farmington,	454	21.51
27	Bethlehem,	51	21.57
26	Southbury,	99	21.59
25	Canaan,	92	21.62
24	Sherman,	57	22.00
23	West Hartford,	273	22.03
22	Guilford,	289	22.15
21	South Windsor,	222	22.22
20	Prospect,	40	22.23
19	Norwich,	2,444	22.26
18	East Haven,	42	22.29
17	Brookfield,	99	22.56
16	Bridgewater,	60	22.99
15	Portland,	443	23.18
14	Woodbridge,	85	23.24
13	New Hartford,	222	23.30
12	Goshen,	81	23.55
11	Cheshire,	164	24.06
10	Sharon,	226	24.82
9	New Fairfield,	64	25.15
8	Stamford,	1,591	25.53
7	Easton,	83	25.68
6	Darien,	141	26.02
5	Hartland,	42	27.88
4	Hartford,	5,407	27.98
3	Fairfield,	328	28.01
2	Windham,	809	28.49
1	Clinton,	21	43.36

INDEX TO RANK.			
Ansonia,	88	Montville,	39
Ashford,	65	Morris,	137
Avon,	118	Naugatuck,	117
Barkhamsted,	101	New Britain,	128
Beacon Falls,	107	New Canaan,	61
Berlin,	86	New Fairfield,	9
Bethany,	77	New Hartford,	13
Bethel,	123	New Haven,	50
Bethlehem,	27	Newington,	144
Bloomfield,	42	New London,	111
Bolton,	90	New Milford,	49
Bozrah,	145	Newtown,	68
Branford,	114	Norfolk,	122
Bridgeport,	116	North Branford,	66
Bridgewater,	16	North Canaan,	69
Bristol,	53	North Haven,	92
Brookfield,	17	No. Stonington,	143
Brooklyn,	31	Norwalk,	48
Burlington,	91	Norwich,	19
Canaan,	25	Old Lyme,	104
Canterbury,	129	Old Saybrook,	156
Canton,	113	Orange,	70
Chaplin,	168	Oxford,	85
Chatham,	126	Plainfield,	153
Cheshire,	11	Plainville,	134
Chester,	164	Plymouth,	41
Clinton,	7	Pomfret,	152
Colchester,	109	Portland,	15
Colebrook,	136	Preston,	162
Columbia,	142	Prospect,	20
Cornwall,	135	Putnam,	124
Coventry,	138	Redding,	52
Cromwell,	154	Ridgefield,	46
Danbury,	119	Rocky Hill,	158
Darien,	6	Roxbury,	115
Derby,	79	Salem,	99
Durham,	55	Salisbury,	29
Eastford,	165	Saybrook,	94
East Granby,	56	Scotland,	37
East Haddam,	102	Seymour,	105
East Hartford,	140	Sharon,	10
East Haven,	18	Sherman,	24
East Lyme,	167	Simsbury,	43
Easton,	7	Somers,	67
East Windsor,	93	Southbury,	26
Ellington,	44	Southington,	83
Enfield,	71	South Windsor,	21
Essex,	89	Sprague,	97
Fairfield,	3	Stafford,	45
Farmington,	28	Stamford,	8
Franklin,	35	Sterling,	163
Glastonbury,	110	Stonington,	84
Goshen,	12	Stratford,	40
Granby,	100	Suffield,	47
Greenwich,	54	Thomaston,	157
Griswold,	78	Thompson,	80
Groton,	133	Tolland,	87
Guilford,	22	Torrington,	106
Haddam,	121	Trumbull,	58
Hamden,	125	Union,	32
Hampton,	141	Vernon,	149
Hartford,	4	Voluntown,	127
Hartland,	5	Wallingford,	64
Harwinton,	74	Warren,	96
Hebron,	147	Washington,	51
Huntington,	59	Waterbury,	82
Kent,	72	Waterford,	148
Killingly,	62	Watertown,	103
Killingworth,	36	Westbrook,	81
Lebanon,	73	West Hartford,	23
Ledyard,	151	Weston,	161
Lisbon,	146	Westport,	98
Litchfield,	63	Wethersfield,	95
Lyme,	166	Willington,	159
Madison,	30	Wilton,	112
Manchester,	120	Winchester,	31
Mansfield,	130	Windham,	2
Marlborough,	155	Windsor,	57
Meriden,	60	Windsor Locks,	34
Middlebury,	70	Wolcott,	111
Middlefield,	132	Woodbridge,	14
Middletown,	130	Woodbury,	75
Milford,	150	Woodstock,	160
Monroe,	38		

Other Expenses :

Repairs of school buildings,	.	.	.	\$98,870.99
Library and apparatus,	.	.	.	15,121.33
New schoolhouses,	.	.	.	307,830.92
Other purposes,	.	.	.	184,647.73
Total,	.	.	.	\$2,167,079.18

An average of 2.90 dollars per capita of the population was expended for public schools in 1890-'91.

An average of 2.09 dollars per capita of the population was expended for the actual running expenses of the common schools.

The whole number enrolled in schools was 128,905, and for each child thus registered there was expended an average of \$14.42.

The number of enumerated children was 161,241, and for each child enumerated there was expended an average of \$11.53.

Table K (pp. 33 and 34) gives the expenditure per capita of the enumeration in each of the towns of the State.

The average attendance in all public schools was 84,304, and for each child thus attending there was expended \$22.05.

Table L (pp. 35 and 36) shows the expenditure per capita of average attendance in each of the towns of the State.

The following table gives the receipts and expenses since 1866, with the average cost of schooling children on each of the bases mentioned above: Receipts and expenses, 1866-1891.

Year.	Receipts.	Expenses.	Cost for each child enumerated.	Cost for each child registered.	Cost for each child in attendance.
1866	\$704,986.70	\$716,203.79	\$5.94	.....	\$13.79
1867	983,806.32	962,728.21	8.14	.....	17.98
1868	1,043,086.71	1,102,170.19	8.44	\$10.49	18.08
1869	1,269,152.83	1,278,827.01	10.23	12.05	20.97
1870	1,484,016.35	1,621,387.76	11.83	13.41	23.69
1871	1,503,617.62	1,496,980.95	11.70	13.23	23.98
1872	1,442,669.01	1,528,440.07	10.95	12.56	22.95
1873	1,542,489.20	1,477,442.72	11.60	13.44	24.08
1874	1,612,947.64	1,697,573.97	12.08	13.52	23.98
1875	1,592,858.11	1,552,583.85	11.81	14.17	23.22
1876	1,560,565.06	1,529,181.52	11.54	13.10	22.13
1877	1,506,218.67	1,510,222.56	10.99	12.63	20.87
1878	1,509,158.85	1,506,477.06	10.90	12.59	20.52
1879	1,399,972.54	1,375,880.46	10.05	11.65	19.14
1880	1,481,680.93	1,408,374.74	10.57	12.37	20.14
1881	1,482,024.39	1,476,690.95	10.31	12.41	20.43
1882	1,563,750.30	1,553,065.16	10.69	12.90	21.46
1883	1,733,392.88	1,813,486.11	9.94	12.33	19.85
1884	1,737,923.36	1,777,277.04	10.21	12.47	19.86
1885	1,735,384.21	1,852,221.45	10.31	12.40	19.72
1886	1,663,019.17	1,791,666.21	10.35	12.54	19.73
1887	1,793,369.19	1,768,371.06	10.76	13.12	20.89
1888	1,749,708.04	1,813,823.04	10.90	13.40	20.82
1889	1,990,336.88	1,984,254.47	11.17	13.83	21.34
1890	2,015,667.11	2,123,839.46	11.69	14.72	22.26
1891	2,009,383.58	2,167,079.18	11.53	14.42	22.05

ENUMERATION AND ATTENDANCE.

Summary of Statistics, 1890-91.

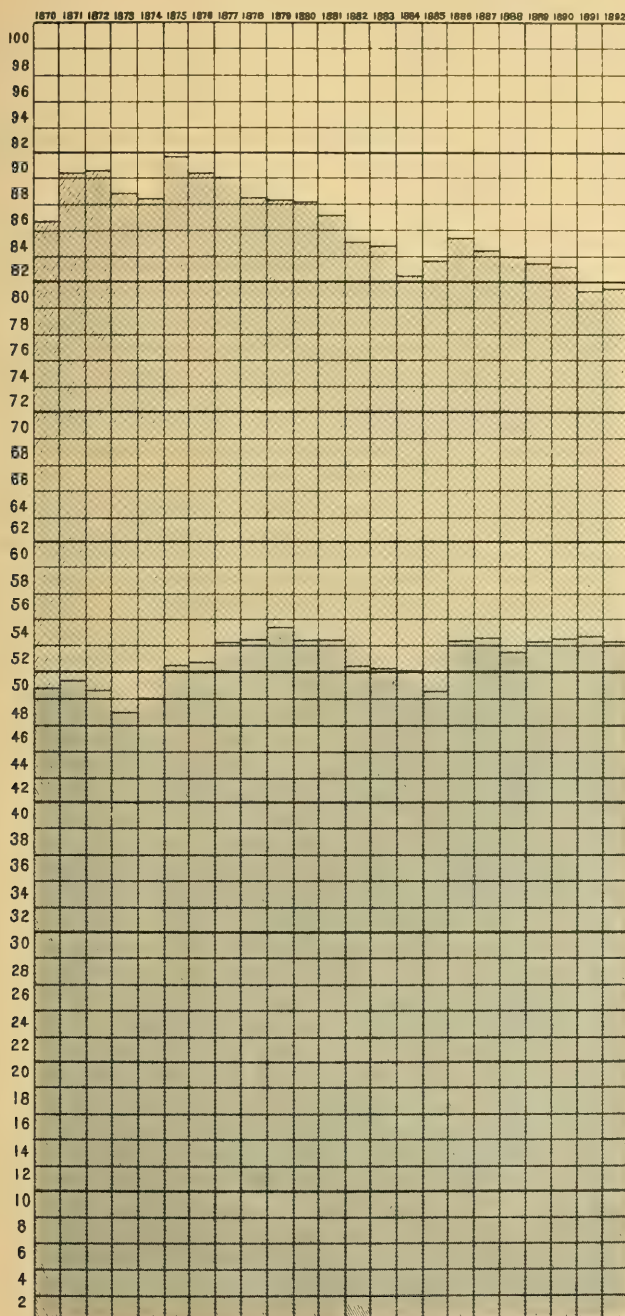
Number of children between 4 and 16 years of age in October, 1890,	161,241
Increase for the year,	2,000
Number of scholars registered in winter,	110,778
Increase for the year,	302
Number of scholars registered in summer,	103,035
Increase for the year,	332
Number registered who were over 16 years of age,	4,019
Increase for the year,	136
Number of different scholars in public schools,	128,905
Increase for the year,	2,400
Number of enumerated children in other schools than public schools,	20,396
Increase for the year,	1,330
Number of children between 4 and 16 years of age in no school, as shown by returns of school visitors,	23,345
Decrease for the year,	217
Number between 4 and 16 years of age in no school, as shown by enumeration returns of October, 1890,	27,594
Decrease for the year,	197
Number between 8 and 14 who attended no school, as shown by enumeration returns of Octo- ber, 1890,	2,330
Decrease for the year,	8
Average attendance in public schools in winter,	87,229
Increase for the year,	954
Average attendance at public schools in summer,	81,379
Increase for the year,	341
Percentage of the whole number registered in the year, as compared with the whole number enumerated in October, 1890,	79.94
Increase for the year, . . . . .	.50
Percentage of children in schools of all kinds,	92.59
Increase for the year,	1.18
Percentage of those enumerated, registered in win- ter,	68.70
Decrease for the year, . . . . .	.67

TABLE M, PAGE 40.
Showing Increase of Attendance, Registration and Enumeration.

	10|000	20|000	30|000	40|000	50|000	60|000	70|000	80|000	90|000	100|000	110|000	120|000	130|000	140|000	150|000	160|000
1870		60,508							105,318			124,082				
1871		62,625							110,640			125,409				
1872		62,683							113,588			128,468				
1873		62,856							114,805			131,748				
1874		64,038							114,857			132,908				
1875		67,242							119,298			138,528				
1876		68,593							119,489			134,976				
1877		70,495							119,106			135,189				
1878		72,160							119,208			137,099				
1879		73,565							119,828			138,407				
1880		72,642							119,382			138,428				
1881		73,546							119,694			140,235				
1882		72,539							119,381			143,745				
1883		73,338							121,185				146,188			
1884		74,875							120,437				149,466			
1885		77,431							123,280				150,601			
1886		79,052							125,718				151,069			
1887		79,834							125,539				152,166			
1888		78,981							125,794				153,260			
1889		81,098							126,055				154,932			
1890		82,382							127,089				157,243			
1891		83,656							126,505				159,241			
1892		84,839							128,905				161,241			

TABLE N, PAGE 42.

Showing per cent of Registration and Average Attendance to Enumeration.



Percentage of those enumerated, registered in summer,	63.90
Decrease for the year, . . . . .	.59
Percentage of average attendance in winter,	78.74
Increase for the year, . . . . .	.65
Percentage of average attendance in summer,	78.98
Increase for the year, . . . . .	.08
Average attendance in winter, as compared with number enumerated in October, 1890,	54.09
Decrease for the year, . . . . .	.08
Average attendance in summer, as compared with number enumerated in October, 1890,	50.47
Decrease for the year, . . . . .	.42
Number of districts in which the average attendance for the year ending July 14, 1891, was 8 or less,	239

The following table gives enumeration, registration, and attendance since 1866, with percentages :

Enumeration,
Registration, and
Attendance,
1866-1892.

Report of the year.	Average length of Schools.	Enumerated.	REGISTERED.		Different Scholars Registered.	Per cent. Registered.	No. in both Public and Private Schools.	Per cent. in all Schools.	ATTENDANCE.		Per cent. of average Attendance.
			Winter.	Summer.					Winter.	Summer.	
1866	....	114,825	78,149	71,603	....	....	....	....	57,131	51,751	47.41
1867	....	118,780	78,206	70,837	....	....	....	....	57,464	50,560	45.47
1868	....	120,884	80,148	73,865	....	....	....	....	57,117	52,299	45.25
1869	163.05	123,650	82,140	75,177	99,390	80.38	....	....	59,489	53,645	45.74
1870	161.75	124,082	88,348	78,865	105,313	84.87	114,896	92.60	64,707	56,309	48.77
1871	168.51	125,409	94,092	83,192	110,640	88.19	119,944	95.64	66,002	58,348	49.13
1872	172.41	128,468	94,408	83,095	113,588	88.50	122,342	95.23	67,018	58,349	48.79
1873	173.34	131,748	94,787	83,874	114,805	87.14	123,834	93.99	67,599	58,113	47.70
1874	174.18	132,908	95,109	86,087	114,857	86.41	133,386	92.83	67,172	60,905	48.18
1875	176.29	133,528	99,550	89,674	119,298	89.34	127,720	95.65	71,433	63,052	50.35
1876	176.26	134,976	98,402	88,595	119,489	88.53	128,634	95.30	71,935	65,251	50.81
1877	178.13	135,189	98,923	89,832	119,106	88.10	128,922	95.36	74,309	66,021	52.14
1878	177.52	137,099	99,657	90,845	119,208	86.95	129,388	94.38	75,732	68,588	52.63
1879	178.47	138,407	100,288	91,433	119,828	86.56	130,937	94.60	77,218	69,912	53.15
1880	178.60	138,428	99,662	91,860	119,382	86.24	130,597	94.34	75,678	69,607	52.47
1881	179.02	140,235	100,506	90,614	119,694	85.35	132,337	94.37	78,421	68,672	52.44
1882	179.98	143,745	100,098	92,259	119,381	83.05	131,856	91.73	76,028	69,050	50.42
1883	179.66	146,188	101,759	92,475	121,185	82.90	134,084	91.72	77,041	69,636	50.16
1884	178.77	149,466	102,122	94,214	120,437	80.58	135,297	90.52	78,423	71,328	50.09
1885	179.55	150,601	103,921	97,499	123,280	81.85	137,860	91.53	80,075	74,787	48.80
1886	179.18	151,069	107,097	98,694	125,718	83.21	140,198	92.80	82,654	75,450	52.32
1887	179.74	152,166	107,213	99,166	125,539	82.50	140,714	92.47	82,949	76,719	52.46
1888	180.18	153,260	108,309	100,169	125,794	82.07	141,747	92.48	82,285	75,678	51.53
1889	179.08	154,932	109,550	101,889	126,055	81.36	143,234	92.44	83,856	78,341	52.34
1890	180.32	157,243	109,511	101,615	127,089	80.82	145,358	92.44	85,455	79,310	52.39
1891	182.51	159,241	110,476	102,703	126,505	79.44	145,571	91.41	86,275	81,038	52.53
1892	182.26	161,241	110,778	103,035	128,005	79.94	149,301	92.59	87,229	81,379	52.28

Increase of attendance and enumeration, 1870-1892.

Ratio which registration and attendance bear to enumeration, 1890-1892.

Increase or decrease of enumeration, registration, and attendance for year 1891.

Table M on page 40 shows graphically the increase of attendance, registration, and enumeration for years 1870-92.

Table N on page 42 shows the ratio which registration and attendance bear to enumeration for the years 1890-92.

The following table shows increase or decrease of enumeration, registration, and attendance by counties for the year ending July 14, 1891:

	HARTFORD.			NEW HAVEN.			NEW LONDON.			FAIRFIELD.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase, ..	48	326	207	1,331	729	173	.. ..	204	25	970	1,050	444
Decrease, .....	..	..	..	..	..	..	363	..	..	..	..	..

	WINDHAM.			LITCHFIELD.			MIDDLESEX.			TOLLAND.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase, ..	85	76	79	..	..	..	98	248	39	43	40	..
Decrease, .....	..	..	..	212	273	302	..	..	..	..	..	15

	STATE.		
	Enumeration.	Registration.	Attendance.
Increase,	2,000	2,400	648
Decrease, .....	..	..	..
Total increase,	2,000	2,400	648

Registration of enumerated children in private schools, 1870-1872.

The following table gives registration of enumerated children in private schools since 1870. This is made up from the returns of school visitors. It is the number who have, for a longer or shorter period, attended private schools. The same children may have attended the public schools within the same year and so be enrolled in both:

Report for year.	Registered in private schools.	Report for year.	Registered in private schools.	Report for year.	Registered in private schools.
1870,....	9,583	1878,....	10,180	1886,....	14,480
1871,....	9,304	1879,....	11,109	1887,....	15,175
1872,....	8,754	1880,....	11,215	1888,....	15,953
1873,....	9,029	1881,....	12,643	1889,....	17,179
1874,....	8,529	1882,....	12,475	1890,....	18,269
1875,....	8,422	1883,....	12,899	1891,....	19,066
1876,....	9,145	1884,....	14,860	1892,....	20,396
1877,....	9,816	1885,....	14,580		

ENUMERATION.

The enumeration of children, which the law now requires to be made in October, is important not only because it determines the amount of money to be paid from the State Treasury for the support of schools in each town, but also because it is fundamental in securing observance of the laws relating to instruction, attendance, and employment of children.

Enumeration of children.

Law — The law relating to enumeration will be found in General Statutes, Sections 2145, 2214,* 2224,* 2225,* 2226, 2227.*

SECTION 2145. The board of school visitors shall make returns, signed by the chairman and secretary, of the number of persons over four and under sixteen years of age in their respective towns, to the Comptroller.

Returns to the Comptroller.

And shall in said returns specify how many of those thus returned attended some school, public or private, within the previous year, and how many did not attend any school within that year.

They shall also state how many of those who attended no school were under five years of age, how many were over five and under eight, how many were over eight and under fourteen, and how many were over fourteen and under sixteen years of age.

SEC. 2214.* The committee of every district shall return an enumeration of the children residing in the district on the first day of October in each year, in accordance with the provisions of this title.

And the committee of every district, formed from parts of two or more towns, shall make such return to the school visitors of each of said towns, specifying the towns to which each person so enumerated belongs.

* As amended by Chapter XXVI of the Public Acts of 1889.

Enumeration of
scholars.

SEC. 2224.* The committee of each school district, or if they fail or are unable to do so, its clerk, shall, annually, in October, ascertain the name and age of every person over four and under sixteen years of age, who shall belong to such district on the first Monday of said month, and the place, year, and month when such person last attended school, together with the names of the parents, guardians, or employers of such person, and return the same to the school visitors of the town to which such district belongs, on or before the twentieth day of October.

And in making such enumeration, children temporarily residing in one district, but having parents or guardians residing in another, shall be enumerated only as belonging to the latter district.

By a school
visitor.

If such return is not made on or before said day, one of the school visitors shall make such enumeration before the first day of November next following, and return it to said school visitors, and shall receive therefor five cents for each child so enumerated, to be paid from the amount appropriated by the town for the support of schools in said district.

Compensation.

And the committee or clerk of such district, if they shall make such enumeration, shall receive therefor one dollar and in addition thereto three cents for each child so enumerated, in excess of fifty in number, the cost of such enumeration to be paid from the amount appropriated by the town for the support of schools in said district.

Form of return
of enumeration.

SEC. 2225.* Such return shall be signed by the person making it, and sworn to, substantially according to the following form:

I hereby certify, that I have carefully enumerated, according to law, all persons between the ages of four and sixteen years, within the _____ school district, and find that on the first Monday of October, A. D. _____ there were of such persons, residing in and belonging to said district, the number of _____
_____. A. B.

On this _____ day of _____ A. D. _____, personally appeared the above-named A. B. and made oath to the truth of the above return by him subscribed before me. _____, *Justice of the Peace.*

Penalty for
refusal to give
age of child.

SEC. 2226. Any person having control of a child between four and sixteen years of age, who shall willfully refuse to give to the school committee or other person employed to make the enumeration required by

* As amended by Chapter XXVI of the Public Acts of 1889.

this chapter, the name and age of such child and such information concerning the school attendance of such child as said chapter requires, shall be fined three dollars.

SEC. 2227.* The school visitors of the town shall examine and correct the returns made to them, so that no person shall be enumerated twice in different districts or be improperly returned, and lodge them, as corrected, with the town treasurer. They shall also transmit to the Comptroller, on or before the fifth day of December, annually, a certificate in which the number of persons shall be inserted in words at full length, which shall be sworn to, substantially according to the following form :

Correction of
returns.

We, the school visitors of the town of ———, certify, that from the returns made to us under oath, as by law provided, we find that on the first Monday of October, A. D. ———, there were residing within the school districts belonging to said town, the number of ——— persons between four and sixteen years of age; and from the best information we can obtain, we truly believe that said number is correct.

School Visitors.

On this ——— day of ———, A. D. ———, personally appeared the above-named school visitors, and made oath to the truth of the above certificate, by them subscribed; before me, ——— C. D.

The officers mentioned who have duties in connection with the enumeration are as follows :

Officers.

1. (a) To ascertain the name and age of every person over four and under sixteen years of age. [Sections 2214, 2224.]

District
Committee.

(b) To ascertain the month when and the school where each child last attended. [Section 2224.]

(c) To ascertain name of parent and guardian. [Section 2224.]

(d) To sign the list, make oath to the same, and return to the School Visitors. [Sections 2214, 2225.]

2. To perform the duties named above if the District Committee fails, or is unable to perform them. [Section 2224.]

District Clerk.

School Visitors.

3. (a) To perform the duties named above if the District Committee and Clerk fail. [Section 2224.]

(b) To examine and correct the returns made by District Committee or Clerk. [Sections 2145, 2227.]

(c) Make returns to the Comptroller :

(1) Stating the number of persons over four and under sixteen years of age. [Sections 2145, 2227.]

(2) Specifying how many attended school and how many did not attend within the preceding year (twelve months). [Section 2145.]

(3) Specifying how many of those who attended no school were under five years of age ; how many were over five and under eight ; how many were over eight and under fourteen, and how many were over fourteen and under sixteen. [Section 2145.]

Penalty.

All persons (including parents) having control of children over four and under sixteen years of age may be fined for refusing to give information concerning their children. [Section 2226.]

Suggestions to Committees, etc.

1. Visit every family in the district.

2. Record the residence of the parent (father if living, if not, the mother) or other person having control of the children, with street and number, if streets are named and houses numbered. Write plainly the correct name (not pet name or nickname) of each child.

3. Ascertain the age of each child at last birthday.

The words, "over four and under sixteen years of age," include all children who are four years old and upwards to sixteen, but do not include those who are sixteen.

It may require special care to ascertain the names and ages of young children who have never been enumerated before. Some enumeration lists heretofore inspected show plainly either that names of children four years of age had been omitted, or that the age had not been correctly stated. In a prosperous community the number of children four

years of age cannot be less than the number of children at each higher age. In districts where children under five are excluded from the schools, some parents give the age of young children at the next, rather than at last, birthday. Similar statements are often made concerning older children, to make it appear that they are thirteen or fourteen before they are so in fact, the purpose being to secure employment in factories or stores. In most cases careful inquiry will elicit correct answers.

4. In answering the question, "Where the child last attended school," the *name or number of the district and town* should be noted. In districts where there is more than one school the name of the school should be given. The grade need not be given.

5. In answering the question, "When the child attended the school," the words "now" or "last year" are not sufficient, but the month and year, as nearly as can be ascertained, should be given.

6. It is always well to consult former enumeration returns and school registers, but these should never be used as substitutes for a careful canvass of the district.

7. Children to be enumerated are described in the Statutes as follows :

Sec. 2214, "Children residing in the district."

Sec. 2224, "Who shall belong to such district."

Sec. 2225, "Persons within the district," and "Persons residing in and belonging to said district."

Sec. 2227, "Residing within the school district."

It is added in Sec. 2224, "Children temporarily residing in one district, but having parents or guardians residing in another, shall be enumerated as belonging to the latter district only."

In a recent decision of the Supreme Court, Conn. Reports, Vol. 59, p. 489, Report of Conn. Board of Education, 1891, p. 26, concerning the right of a child to attend school in a certain district, it is remarked, referring to sections 2118 and 2103, "All through these sections the expression, 'those having the care of children' is used as exactly equivalent to

parents or guardians." This undoubtedly means that a child living with persons other than his parents or lawful guardian may be enumerated where he is domiciled if he has no other home.

But evidently children boarded in a district for the purpose of attending school, whether public or private, are not to be enumerated in such district, if their parents or guardians do not reside in the district.

8. By statute the Industrial School for Girls at Middletown is made a school district; hence children committed to that school are not to be enumerated elsewhere.

9. Children committed to the Temporary County Homes can attend the public schools in the districts where such Homes are located, and doubtless the children should be enumerated there [section 3663].

10. There is no similar provision regarding the State Reform School in Meriden. It is customary to enumerate children committed to that institution in the districts where their parents or former guardians reside.

11. In addition to the above-named legal requirements, enumerators will greatly assist those whose duty it is to see that the laws concerning attendance are observed, by ascertaining the reasons for each case of non-attendance. The ordinary reasons for non-attendance are:

(1) Physical or mental disability.

(2) Want of clothing.

(3) Working or neglect, and may be noted thus:

D, disability.

C, lack of clothing.

W, at work.

N, neglect. [See last column, page 52.]

12. The blanks furnished by the Comptroller give the correct form of returns, and are convenient for small districts. A number of blanks are sometimes furnished for larger districts. Where the number of names to be entered is large, books prepared for that purpose should be used, thus making the record convenient and permanent. [The proper form appears on page 52.]

1. See that the returns by the committees or other enumerators are in proper form, and that the items concerning attendance at school are properly recorded.

2. Carefully examine the names and ages, and if there are known or apparent errors, cause them to be corrected or explained. The law requires this (section 2227). Critical examination of the numbers of children of the several ages will often detect errors or omissions, even when the school visitors have no further knowledge of the facts. See above suggestions to committees, 1 (c).

3. In counting up the non-attendants, include those only who, according to the returns, did not attend school at all during the twelve months preceding the month (October) when the enumeration is made.

4. In making the divisions of non-attendants, the first division should include only children who are four years of age ; the second division, those whose ages are 5, 6, and 7 years ; the third division, those whose ages are 8, 9, 10, 11, 12, and 13 years ; the fourth division, those whose ages are 14 and 15 years.

5. See that the returns made by the enumerators and the school registers of the preceding year are carefully preserved, in order that failures on the part of any children to attend school may be readily detected.

6. In the case of joint districts, the method presented in Section 2214 (page 45), should be carefully followed.

REGISTRATION.

The number enrolled in public schools was 128,905.

The number enrolled in both public and private schools was 149,301. This is not in any sense an accurate statement of the number who attended school. Those who attended the public schools may also have attended the private schools, and appear on the registers of both. The average attendance which is carefully made up gives an accurate statement of the number which the public schools have educated.

We do not find that there is any decrease in the ratio of registration to enumeration. The decrease went on quite constantly for a few years, and the dip is now upward. See page 43

ATTENDANCE.

The following table exhibits in detail the enforcement of ^{Enforcement} of law, the law relating to attendance.

TOWNS.	Number of cases of absences investigated.	Number of families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
HARTFORD COUNTY.														
Hartford,	72	57	5	2	12	38	5	38	5	1	10	2*		3
Bristol,	11	6	3		4†	1		1						
East Granby,	1	1				1		1						
East Hartford,	46	35	8		1	35	1	36	3		5	1		
East Windsor,	5	3			4†	4	1	4						
Enfield,	1				10†	1	1							
Farmington,	8	3		2	18	6	1	6						
Hartland,	2	1		1	7	2								4
Marlborough,	1	1			8									
New Britain,	29	24	3		26†	20	5	20	3		3			
Plainville,					7									(2)†
Simsbury,	24	13	2		2	20	2	20						
Southington,					17						1			
Windsor,	23	10	1		12	17	17	1			1			
Windsor Locks,	2	2			29	2		2			2			
Total, 15 towns,	225	156	22	5	557	136	34	152	12	1	21	3		7
NEW HAVEN COUNTY.														
New Haven City, including Westville,	134	97	11	6	173	87	5	92	2	1	10			
Ansonia,	8	6		2	46	7	1	7			1	1		
Beacon Falls,	4	1		4		3		4						
Cheshire,	3	3				3	2	3						
Derby,	24	12		1	3	20		20	1		5			
Meriden,	82	49	10	6	23	43	4	44		1	8		1	
Milford,	18	8	2		72	12		16	1		1			
Naugatuck,	9	8		4	4	9	5	9			1			
Naugatuck,	20	18	2	1	1	16	1	16	3		5			
Orange,					11									
Orange,	3	3			13	1	1	1						
Seymour,	16	12		2	31	12	1	12			2			
Wallingford,	82	66	7	4	14	29	3	29	3	1	2			3
Waterbury,					187	4	4	4						
Waterbury,	9	9	1		2	6		6			2			
Wolcott,	13	7		1		12		12	1					
Total, 13 towns,	425	299	33	27	580	264	27	275	11	3	37	1	1	3
NEW LONDON COUNTY.														
Norwich, complete,	44	38	6	8	6	24		24			10			
Colchester,	8	4	1	2		5		5						
East Lyme,	37	25	4			33		33	1		6			
Griswold,	16	10	1			15	2	15						
Groton,	13	5			2	11		13						
Lyme,	18	9	1	4	1	12		12						
Montville,	17	10	1	3		13		13						
North Stonington,	11	10				11		10						1
Old Lyme,	12	6	2		2	8		8						
Salem,	11	5			1	10		10						
Sprague,	4	2				4	1	4						
Stonington,	6	5				6	1	6						
Waterford,	40	27	4	2	3	31		31						
Total, 13 towns,	237	156	20	19	15	183	4	184	1		16			1

* Judgment suspended.

† Discharged and sent to school.

TOWNS.	Number of cases of absences investigated.	Number of families visited.	RECOGNIZED EXCUSES.				Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.					
FAIRFIELD COUNTY.															
Greenwich,	2	1				2			1						
Huntington,.....	30	27	2	1	2	25	5	25				5			
Norwalk,	33	24	4	2		22	2	22	1			2	1		
Sherman,	1	1		1		1							1		
Stamford,	13	8				13		13							
Westport,	12	8	1	1	2	8		8				4			
	50	39	2	11	7	34	4	34							
	12	6			1	11		11							
Total, 6 towns,.....	153	114	9	16	12	116	11	113	2			11	2		
WINDHAM COUNTY.															
Canterbury,	4	2	1			3		3							
Killingly,.....	24	16	3	4	3	14		14				2			
Plainfield,.....	8	4			2	6		6					1		
Windham,	58	52	6	4	5	45	5	45	1			6			
Woodstock,	4	1			1	3		3							
Total, 5 towns,.....	98	75	10	8	11	71	5	71	1			8	1		
LITCHFIELD COUNTY.															
Litchfield,	20	14	1	1		20	2	20				2	1		
Barkhamsted,	4	1				4		4							
Plymouth,	7	3				7		7				5			
Sharon,	4	1	1			3		3							
Torrington,.....	33	20	2	1	2	30	1	30	1			2			
Watertown,	3	1		3		3		3							
Total, 6 towns,.....	71	40	4	5	2	67	3	67	1			9	1		
MIDDLESEX COUNTY.															
Middletown, complete,.....	21	14	1			82	17	17				3			
East Haddam,	3	1				17	3	3	1						
Haddam,	3	1				14	3	1				1			3
Middlefield,						8									
Portland,	18	16				41	15	15				1			
						1									
Total, 5 towns,.....	45	32	1			163	38	2	36	1		5			3
TOLLAND COUNTY.															
Coventry,						11	1	1							
Hebron,	6	2				13	5		5						
Mansfield,.....	3	2				11	3		3						
Somers,						15									
Stafford,						52	1	1	1						
Vernon,	1	1				180	1	1	1						
Total, 6 towns,.....	10	5				282	11	3	10						

REPORT OF THE SECRETARY.

SUMMARY BY COUNTIES.

COUNTIES.	Number of towns.		Number of cases of ab- sences investigated.	Number of families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSE- CUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Temporary Homes.
					Number of cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
Hartford,.....	15	225	156	22	5	557	136	34	152	12	1	21	3	....		7
New Haven,.....	13	425	299	33	27	580	264	27	275	11	3	37	1	1		3
New London,	13	237	156	20	19	15	183	4	184	1	....	16	....	....		1
Fairfield,	6	153	114	9	16	12	116	11	113	2	....	11	2	....		....
Windham,	5	98	75	10	8	11	71	5	71	1	....	8	1	....		....
Litchfield,.....	6	71	40	4	5	2	67	3	67	1	....	9	1	....		....
Middlesex,.....	5	45	32	1	....	163	38	2	36	1	....	5	....	....		3
Tolland,.....	6	10	5	....	....	282	11	3	10	....	....	....	....	....		....
The State,.....	69	1204	877	99	80	1622	886	89	908	29	4	107	8	1		14

The following is a summary of the foregoing :

Number of towns visited, - - - - -	69
Number of cases of absences investigated, - - - - -	1,264
Number of families visited, - - - - -	877
Number absent under legal excuses —	
Mental or physical disability, - - - - -	99
Lack of clothing, - - - - -	80
At work legally, - - - - -	1,622
Total, - - - - -	1,801
Number absent illegally, negligence, etc., - - - - -	886
Number absent, illegally, at work, - - - - -	89
Total, - - - - -	975
Number sent to school, - - - - -	908
Number of prosecutions, parents, - - - - -	29
Number of prosecutions, employers, - - - - -	4
Total, - - - - -	33
Number of truants, - - - - -	107
Number sent to Reform School, - - - - -	8
Number sent to Industrial School, - - - - -	1
Number sent to Temporary Homes, - - - - -	14

Below will be found the special report of Giles Potter :

TO MR. CHARLES D. HINE,

Secretary of State Board of Education :

SIR :—I submit the following tabular statement as a report of my work as agent of the board in forty-six towns during the twelve months ending August 31, 1891.

TABLE SHOWING WORK AND RESULTS IN 46 TOWNS.

Number.	TOWNS.	Cases investigated.	Visits to schools.	Visits to families.	Visits to stores and factories	LAWFULLY ABSENT FROM SCHOOL.			Unlawfully absent from school.	Unlawfully employed.	Sent to school.	PROSECUTIONS.		Truants.	Sent to Reform School.	Sent to Industrial School.	Sent to County Houses.
						Disability.	Want of clothing.	At work.				Of parents.	Of employers.				
1	Ansonia,	8	3	6	13	...	2	46	7	1	7	...	...	1	1	...	...
2	Beacon Falls,	4	1	1	1	...	4	...	3	...	4	...	...	...	...	...	...
3	Bloomfield,	11	2	6	...	3	...	...	8	1	8	...	...	...	...	...	3
4	Bristol, .....	...	...	...	7	...	...	41	...	...	...	...	...	...	...	...	...
5	Columbia, .....	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
6	Coventry, .....	...	...	...	10	...	...	11	1	1	...	...	...	...	...	...	...
7	Derby,	82	6	49	11	10	6	23	43	4	44	...	1	8	...	1	...
8	East Granby,	1	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...
9	East Haddam,	3	1	1	20	...	...	17	3	...	3	1	...	...	...	...	...
10	East Hartford,	46	10	35	...	8	...	1	35	1	36	3	...	5	1	...	...
11	East Windsor,	5	3	3	3	...	...	41	4	1	4	...	...	...	...	...	...
12	Ellington, .....	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...
13	Enfield, .....	...	...	...	3	...	...	101	1	1	...	...	...	...	...	...	...
14	Farmington,	8	1	3	...	...	2	18	6	1	6	...	...	...	...	...	...
15	Glastonbury, .....	...	...	...	5	...	...	7	...	...	...	...	...	...	...	...	...
16	Greenwich,	2	1	1	...	...	...	...	2	...	1	...	...	1	...	...	...
17	Haddam,	3	1	1	3	...	...	14	3	...	...	...	...	...	...	...	3
18	Hartford,	72	23	57	17	5	2	12	38	5	38	5	1	10	...	...	...
19	Hartland,	2	1	1	...	...	...	1	2	...	2	...	...	...	...	...	4
20	Hebron,	6	2	2	2	...	...	13	5	...	5	...	...	...	...	...	...
21	Huntington,	33	2	24	3	4	2	...	22	2	22	1	...	2	1	...	...
22	Manchester, .....	...	...	...	5	...	...	85	2	2	...	...	...	...	...	...	...
23	Mansfield,	3	1	2	2	...	...	11	3	...	3	...	...	...	...	...	...
24	Marlborough,	1	...	1	1	...	...	8	...	...	...	...	...	...	...	...	...
25	Meriden,	18	2	8	9	2	...	72	12	...	16	1	...	1	...	...	...
26	Middlefield, .....	...	...	...	1	...	...	8	...	...	...	...	...	...	...	...	...
27	Middletown,	21	5	14	13	1	...	82	17	2	17	...	...	3	...	...	...
28	Milford,	9	2	8	2	...	...	4	9	5	9	...	...	1	...	...	...
29	Naugatuck, .....	...	...	...	4	...	...	11	...	...	...	...	...	...	...	...	...
30	New Britain,	29	12	24	24	3	...	261	20	5	20	3	...	3	...	...	...
31	New Haven, } incl. Westv'le, }	134	32	97	32	11	6	173	87	5	92	2	1	10	...	...	...
32	Orange,	3	1	3	4	...	...	13	1	1	1	...	...	...	...	...	...
33	Plainville, .....	...	...	...	1	...	...	7	...	...	...	...	...	...	...	...	...
34	Portland,	18	3	16	4	...	...	41	15	...	15	...	...	1	...	...	...
35	Saybrook, .....	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...
36	Seymour,	16	1	12	8	...	2	31	12	1	12	...	...	2	...	...	...
37	Simsbury,	24	1	13	...	2	...	2	20	2	20	...	...	2	...	...	12
38	Somers, .....	...	...	...	1	...	...	15	...	...	...	...	...	...	...	...	...
39	Southington, .....	...	...	...	6	...	...	17	...	...	...	...	...	...	...	...	...
40	Stafford, .....	...	...	...	17	...	...	52	1	1	1	...	...	...	...	...	...
41	Stamford,	12	1	8	...	1	1	2	8	...	8	...	...	4	...	...	...
42	Vernon,	1	2	1	29	...	...	180	1	1	1	...	...	...	...	...	...
43	Wallingford,	82	9	66	...	7	4	14	29	3	29	3	1	2	...	...	3
44	Waterbury, .....	...	...	...	25	...	...	187	4	4	...	...	...	...	...	...	...
45	Windsor,	23	4	10	...	1	...	12	17	1	17	1	...	1	...	...	...
46	Windsor Locks,	2	4	2	6	...	...	29	2	...	2	...	...	2	...	...	...
Totals,		682	138	476	295	58	32	1663	444	51	450	21	4	59	3	1	13

* Judgment suspended.

† Discharged and sent to school.

The number of cases investigated is somewhat less than the number reported in some former years, owing to their being more generally distributed, no thorough canvass of any towns having been undertaken.

The same methods have been pursued as in former years — examination of enumeration lists, inspection of school registers, visiting parents of neglected children, and inspection of establishments where children are employed.

The numbers given as unlawfully absent from school include not only children not sent to school at all for a year or a term, but those also who were very irregular in attendance, being habitually absent one or more days, or parts of days, nearly every week without lawful cause. As the law requires parents to cause their children to attend school regularly during the hours the schools are in session, each week in which the parent fails to comply with the requirements, seems to constitute an offense or liability to the penalty as if the child were absent during the entire week.

In most of the cases of "disability" the children were suffering only from ordinary diseases incident to childhood.

Want of clothing may mean want of shoes only or entire destitution. These wants are usually supplied when made known, but in some cases it is manifest that the children should be placed in other homes at once.

The numbers of children lawfully absent from school at work include those thirteen years of age who have attended school as the law requires and those fourteen and fifteen years of age. Most of these were found in the places of employment inspected.

Of the number of children unlawfully employed twenty were under thirteen years of age, found in ten different establishments. In most of these cases the employers had been deceived by statements of the parents or children. But some of these violations of law were due to carelessness on the part of employers. Four of these were prosecuted and fined.

The other children unlawfully employed were thirteen years of age. Nearly all of these had been lawfully employed at first, having proper certificates of school attendance; but the time of employment allowed by such certificates had expired. The fact that the employer had such certificates showed that he did not intend to violate the law.

If the law did not require as a condition of employment that a child attend school after he is thirteen years of age, or if it pro-

hibited employment under the age of fourteen years, or thirteen years and nine months, no such occasion for mistake would occur. But in my opinion it is well that the law does require a child who enters a factory at thirteen years of age to return to school after a few months of employment, even if it be for a single term only. He may then appreciate as he never did before his opportunity to learn.

On the whole, the laws concerning the employment of children are favorably and carefully observed by employers. In a very few instances have I found any disposition to disregard or evade them. I cannot say as much concerning the law, as it relates to parents and those having the care of children. I refer to those only whom the law affects and for whom it was made. Most parents want to educate their children, and are intelligent enough to make a proper use of the means provided. But the class for which the law was made neglect their children as they do everything else tending to thrift and right living, or desire in some way to profit by their children's labor. When such parents are not influenced by any intelligent regard for the welfare of their children, it is not surprising that no argument except that which comes from force of law with its penalties will affect them. So long as there are such parents there will be necessity for the application of these compulsory laws. It is encouraging to observe that in those towns where there have been prosecutions for neglect in this regard there is manifest improvement and in such places negligent parents yield readily to a word of suggestion or reproof.

However, no regular or marked increase in the number of different scholars registered in the schools can be expected from this source. But very few children over eight years of age are found who have not at some time attended school. The great evil we have to contend with is irregularity or failure to attend more than a few terms, or a few days.

Canvassing for children fourteen and fifteen years of age in places of employment requires inspection of some establishments where younger children are not employed. Yet this work seems to be important. The law clearly requires those whose duty it is to secure its observance to account for every child over eight and under sixteen years of age as at school or as lawfully employed unless prevented by physical or mental disability.

In questioning such children in their places of employment not unfrequently younger children are found, although the employers

did not intend to allow any under fourteen years of age in their establishments. Knowledge of the education or want of education of these children may be of use in guiding further legislation. While nearly all of them can read and write, some are found who have very little knowledge of arithmetic, not understanding the processes of long division or knowing the multiplication table. Generally the most illiterate of these children have resided in the United States but a few months and have never attended our schools.

It is not possible to find all these children without consulting the lists of children enumerated for the purpose of obtaining the State money for the support of schools. They are employed not only in large establishments, but on farms and in small shops and stores of every kind. For this purpose, as well as for securing a proper apportionment of money, the enumeration should be carefully and correctly made. Some of the enumeration lists which I have examined show want of care and due appreciation of the work.

I am painfully conscious that there are many children who do not receive the benefit which it is their legal right to receive from our schools. Slothfulness, regard for personal convenience, avarice, and deceit on the part of parents are the chief difficulties encountered in efforts to secure due observance of laws providing for the education of children.

GILES POTTER.

LABOR.

The following table exhibits in detail the enforcement of law relating to child labor: Enforcement of law.

The number found in the summary on page 67 (5,124) is too large. It will be noted that most of the establishments were visited more than once,—some of them three times. There are therefore cases of double count.

The number found on the table on pages 68-71 is correct for the time when the count was made.

TOWNS.	ESTABLISHMENTS.		UNDER 13.				CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Having certificates of age.			Employed.			
				Town Clerk.	Teacher.	Parent.	Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.
HARTFORD COUNTY.										
Hartford,.....	20	17	{ 3 2		4		1 5	10 4	3 2	2 2
Bristol,.....	7	6					1	1		
East Windsor,.....	2	2			4	6	10	2		
	1	1			3	1	4	1		
	2	2		1	5	4	24	2		
Enfield,.....	1	1		1	3	3	28	4	1	3
	4	4								
Glastonbury,.....	5	4					1	2		2
Manchester,.....	3	3						3		3
	2	2					2	4	2	4
Marlborough,.....	1	1				6		1		
New Britain,.....	9	9	1	1	1	14	4	11		
	15	14			16	22	19	6	4	4
Plainville,.....	1	1			2					
Southington,.....	6	6			2	2	1			
Windsor,.....	2	2	1		2	2				
	2	2	1		1	4				
Windsor Locks,.....	4	4								
	2	2					1	1		
Total, 12 towns, ..	89	83	8	3	44	64	101	52	12	20
NEW HAVEN COUNTY.										
New Haven City,.....	{ 20 12	14 9	1		10 10	5 5	5 3	5 3	1 1	1 1
“ Westville, ...	1									
Ansonia,.....	{ 11 2	8 1					2			
	2	1						1	1	1
Beacon Falls,.....	2	1								
Branford,.....	2	2								
Derby,.....	{ 9 2	3 2	1					3 1	1 1	1 1
Madison,.....										
Meriden,.....	9	9	1				1	2		
Milford, ..	2	1	3		4		3			
Naugatuck,.....	4	2								
Orange,.....	4	4						4		
Seymour,.....	8	5			3		4			
Wallingford,.....	6	5	3					1		
Waterbury,.....	{ 12 13	11 8			16 37	3 19		5 3	4	
			2				9			
Total, 13 towns, ..	119	85	11		80	32	27	28	8	4
NEW LONDON CO.										
New London,.....	{ 2 4 2	2 4 2					2			
	2	2								
Norwich,.....	{ 9 6	9 6					44			
	2	2					4			
Bozrah,.....	2	2								
East Lyme,.....	1	1								
Griswold,.....	{ 2 1	2 1					18			
	3	3								
Montville,.....	{ 3 3 3	3 3 3					19			
	3	3								
Preston,.....	3	3					1			
Stonington,.....	{ 5 2	5 2					2			
	2	2					2			
Voluntown,.....	2	2						1	1	
Total, 9 towns, ...	52	52					92	1	1	

PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening Schools?
Non-attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages.				
		80		59	\$4.00	No.	Yes	No.	Yes.
	I	33							
		41		59	4.00	No.	Yes.	No.	No.
		39		60	4.20	No.	Yes.	No.	No.
		18							
		61	2	60	4.40	No.	Yes.	No.	No.
		70							
		18							
		7		60	4.57	No.	Yes.	No.	No.
		78		60		No.	Yes.	Yes.	Yes.
		65							
		8		60		No.	Yes.	No.	No.
		167	3	60	3.80	No.	Yes.	No.	No.
		242	2		3.95				
				7	3.85	No.	Yes.	No.	No.
		16		60	4.20	No.	Yes.	No.	No.
		12		60	4.20	No.	Yes.	No.	No.
		9							
		27	1	59	4.30	No.	Yes.	No.	No.
		23		60					
	I	1,014	8						
	I	155	3	60	\$3.62	Yes.	Yes.	No.	Yes.
		57							
		44	1	60	5.30	No.	Yes.	No.	No.
		13							
		14		60	5.00	No.	Yes.	No.	No.
	I	20		60	6.50	Yes.	Yes.	No.	No.
		12							
		81		59	5.16	No.	Yes.	No.	No.
		71		60	4.80	No.	Yes.	No.	No.
		4		60	3.50	No.	Yes.	No.	No.
		11		60	4.20	No.	Yes.	No.	No.
		11		60	4.50	No.	Yes.	No.	No.
		31		60	4.20	No.	Yes.	No.	No.
	I	14		60	3.55	Yes.	Yes.	No.	No.
		177	9	60	4.10	No.	Yes.	No.	Yes.
		84	2	60	5.00				
	I	2	15						
		122		60	\$4.25	No.	Yes.	No.	No.
		327	20	60	4.00	No.	Yes.	No.	No.
		20		60	4.37	No.	Yes.	No.	No.
		4		60	4.00	No.	Yes.	No.	No.
		46	1	60	3.50	No.	Yes.	Yes.	No.
		56	4	60	3.00	No.	Yes.	No.	No.
		6		60	4.00	No.	Yes.	No.	No.
		38	2	60	3.50	No.	Yes.	No.	No.
		15	2	60	3.50	No.	Yes.	No.	No.
		634	29						

TOWNS.	ESTABLISH- MENTS.		UNDER 13.				CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Having certificates of age.			Employed.			
				Town Clerk.	Teacher.	Parent.	Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.
FAIRFIELD COUNTY.										
Bridgeport,.....	{ 43	43	3	.....	.....	.....	30	2	2	2
Danbury,.....	{ 41	41	.....	.....	.....	.....	.....	.....	.....	.....
Greenwich,.....	{ 4	4	.....	.....	.....	.....	2	.....	.....	.....
Huntington,.....	{ 1	1	.....	.....	.....	.....	.....	5	5	2
	{ 13	13	.....	.....	.....	.....	7	.....	.....	.....
	{ 11	11	.....	.....	.....	.....	.....	.....	.....	.....
Norwalk,.....	{ 8	8	.....	.....	.....	.....	7	3	3	.....
	{ 8	8	.....	.....	.....	.....	.....	.....	.....	.....
Stamford,	{ 2	2	.....	.....	.....	.....	1	.....	.....	.....
	{ 1	1	.....	.....	.....	.....	.....	.....	.....	.....
Westport,.....	{ 3	3	.....	.....	.....	.....	.....	3	3	.....
Total, 7 towns, ...	135	135	3	.....	.....	.....	47	13	13	4
WINDHAM COUNTY.										
Brooklyn,.....	{ 1	1	.....	.....	.....	.....	19	.....	.....	.....
	{ 1	1	.....	.....	.....	.....	.....	.....	.....	.....
Canterbury,.....	{ 1	1	.....	.....	.....	.....	.....	.....	.....	.....
Killingly,.....	{ 11	11	.....	.....	.....	.....	14	.....	.....	.....
	{ 6	6	.....	.....	.....	.....	.....	.....	.....	.....
Plainfield,.....	{ 6	6	.....	.....	.....	.....	34	.....	.....	.....
	{ 3	3	.....	.....	.....	.....	49	.....	.....	.....
Putnam,.....	{ 5	5	.....	.....	.....	.....	.....	.....	.....	.....
	{ 5	5	.....	.....	.....	.....	.....	.....	.....	.....
Thompson,.....	{ 2	2	.....	.....	.....	.....	22	4	4	.....
	{ 2	2	.....	.....	.....	.....	.....	.....	.....	.....
Windham,.....	{ 5	5	.....	.....	.....	.....	12	.....	.....	.....
Total, 7 towns,...	48	48	.....	.....	.....	.....	150	4	4	.....
LITCHFIELD COUNTY.										
Barkhamsted,.....	{ 1	1	.....	.....	.....	.....	.....	.....	.....	.....
	{ 1	1	.....	.....	.....	.....	17	.....	.....	.....
Colebrook,	{ 1	1	.....	.....	.....	.....	.....	.....	.....	.....
New Hartford,	{ 2	2	.....	.....	.....	.....	18	.....	.....	.....
New Milford,.....	{ 2	2	.....	.....	.....	.....	.....	.....	.....	.....
Norfolk,	{ 2	2	.....	.....	.....	.....	4	.....	.....	.....
Plymouth,.....	{ 2	2	.....	.....	.....	.....	.....	.....	.....	.....
	{ 1	1	.....	.....	.....	.....	6	.....	.....	.....
Torrington,.....	{ 4	4	.....	.....	.....	.....	1	.....	.....	.....
	{ 3	3	.....	.....	.....	.....	.....	.....	.....	.....
Watertown,.....	{ 4	4	.....	.....	.....	.....	2	.....	.....	.....
	{ 4	4	.....	.....	.....	.....	.....	.....	.....	.....
Winchester,.....	{ 10	10	.....	.....	.....	.....	4	.....	.....	.....
	{ 9	9	.....	.....	.....	.....	.....	.....	.....	.....
Total, 9 towns, ...	42	42	.....	.....	.....	.....	52	.....	.....	.....
MIDDLESEX COUNTY.										
Middletown,	{ 9	9	1	1	20	6	4	.....	.....	.....
	{ 4	4	.....	.....	12	7	7	.....	.....	.....
Haddam,.....	{ 2	2	.....	.....	7	5	2	.....	.....	.....
	{ 1	1	.....	.....	.....	3	1	.....	.....	.....
East Haddam,.....	{ 10	7	.....	.....	1	2	2	1	1	1
	{ 10	8	.....	.....	4	.....	.....	1	1	.....

PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening Schools?
Non-attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages.				
.....	598	.....	60	\$4.00	No.	Yes.	Yes.	Yes.
.....	13	.....	59	5.00	No.	Yes.	No.	No.
.....	14	2	60	5.00	No.	Yes.	No.	No.
.....	97	2	59	4.10	No.	Yes.	No.	No.
.....	125	.....	59	4.12	No.	Yes.	Yes.	Yes.
.....	39	.....	60	4.25	No.	Yes.	No.	No.
.....	17	.....	60	4.00	No.	Yes.	No.	No.
.....	903	4	.....	.....	.....	.....	.....	.....
.....	75	2	60	\$3.50	No.	Yes.	No.	No.
.....	1	.....	60	4.00	No.	Yes.	No.	No.
.....	159	11	60	3.50	No.	Yes.	No.	No.
.....	121	4	60	3.50	No.	Yes.	No.	No.
.....	258	10	60	3.75	No.	Yes.	No.	No.
.....	166	7	60	4.00	No.	Yes.	No.	No.
.....	124	.....	60	4.00	No.	Yes.	No.	No.
.....	904	34	.....	.....	.....	.....	.....	.....
.....	4	.....	60	\$5.00	No.	Yes.	No.	No.
.....	42	1	60	3.00	No.	Yes.	No.	No.
.....	31	8	60	3.30	No.	Yes.	No.	No.
.....	2	.....	60	4.00	No.	Yes.	No.	No.
.....	10	.....	60	4.50	No.	Yes.	No.	No.
.....	3	.....	60	4.00	No.	Yes.	No.	No.
.....	48	.....	60	4.50	No.	Yes.	No.	No.
.....	10	.....	60	4.50	No.	Yes.	No.	No.
.....	80	.....	60	4.50	No.	Yes.	No.	No.
.....	230	9	.....	.....	.....	.....	.....	.....
.....	82	.....	60	\$4.00	No.	Yes.	No.	No.
.....	35	.....	60	.....	No.	Yes.	No.	No.
.....	12	.....	60	.....	No.	Yes.	No.	No.
.....	8	.....	60	4.00	No.	Yes.	No.	No.
.....	8	1	60	.....	No.	Yes.	No.	No.
.....	14	.....	60	.....	No.	Yes.	No.	No.

TOWNS.	ESTABLISHMENTS.		UNDER 13.				CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Having certificates of age.			Employed.			
				Town Clerk.	Teacher.	Parent.	Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.
Middlefield,	1	1				6	1			
Portland,	3	3			10		2	1		
Saybrook,	1	1			7		10	1		1
Total, 6 towns, ...	42	37	1	1	61	29	29	4		4
TOLLAND COUNTY.										
Columbia,	1	1						1		
Coventry,	5	5					4	2	1	1
Ellington,	*1	5								
Hebron,	1	1						2		
Mansfield,	1	1			5	6				
Somers,	1	1			5	3				
Stafford,	1	1			2	3	3	4		
Vernon,	10	10			3	1	3	1	1	1
	7	7			9	1	3	6		
	14	14			16	6	25	2		2
	15	15			57	22	27	2		
Total, 8 towns, ...	63	62			97	42	65	22	2	4

SUMMARY.

COUNTIES.	ESTABLISHMENTS.			UNDER 13.			
	Number of Towns.	Visited.	Inspected.	Employed illegally.	Having certificates of age.		
					Town Clerk.	Teacher.	Parent.
Hartford,	12	89	83	8	3	44	64
New Haven,	13	119	85	11		80	32
New London,	9	52	52				
Fairfield,	7	135	135	3			
Windham,	7	48	48				
Litchfield,	9	42	42				
Middlesex,	6	42	37	1	1	61	29
Tolland,	8	63	62			97	42
The State,	71	590	544	23	4	282	167

* Not running.

PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening Schools?
Non-attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages				
.....	8	.....	60	.....	No.	Yes.	No.	No.
.....	33	.....	60	\$3.00	No.	Yes.	No.	No.
.....	40	.....	.....	.....	.....	.....	.....	.....
.....	1	.....	.....	.....	.....	.....	.....	.....
.....	241	1	.....	.....	.....	.....	.....	.....
.....
.....	9	.....	.....	.....	No.	Yes.	No.	No.
.....	9	.....	.....	.....	No.	Yes.	No.	No.
.....	10	.....	60	\$4.00	No.	Yes.	No.	No.
.....	2	.....	.....	.....	.....	.....	.....	.....
.....	11	2	60	4.00	No.	Yes.	No.	No.
.....	8	.....	.....	.....	.....	.....	.....	.....
.....	8	.....	60	.....	No.	Yes.	No.	No.
.....	44	.....	60	5.40	No.	Yes.	No.	No.
.....	36	.....	.....	.....	.....	.....	.....	.....
.....	111	.....	60	4.50	No.	Yes.	No.	No.
.....	151	.....	.....	.....	.....	.....	.....	.....
.....	399	2	.....	.....	.....	.....	.....	.....

BY COUNTIES.

CHILDREN 13 TO 14.				PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.	
Employed.				Non-attendance.	Child labor.	Employed.	Cannot read or write.
Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.	.....	.....	.....	.....
101	52	12	20	.....	1	1,014	8
27	28	8	4	1	2	799	15
92	1	1	.....	.....	.....	634	29
47	13	13	4	.....	.....	903	4
150	4	4	.....	.....	.....	904	34
52	.....	.....	.....	.....	.....	230	9
29	4	.....	4	.....	.....	241	1
65	22	2	4	.....	.....	399	2
563	124	40	36	1	3	5,124	102

Number em-
ployed.

Industries of Children.—The following table shows the principal industries in which children are employed, the number employed in each, and the average weekly wages.

The children found in these industries are over 13 and under 16 years of age ; nine-tenths are over 14 and under 16.

INDUSTRIES.	Towns.	No. of Children Employed.	Average Weekly Wages.
Autotype,	Meriden,	1	....
Bed Comfortables,	Montville,	5	\$5.00
“ “	New London,	6—11	5.00
Bedsteads,	Huntington,	7	4.50
Bells,	Chatham,	3	4.20
Bicycles,	Hartford,	5	....
Bird Cages,	New Haven,	18	3.00
Bleaching and Dyeing,	Norwich,	14	4.00
Bolts,	Farmington,	8	....
“	Greenwich,	25	6.00
“	Hamden,	3	3.90
“	New Haven,	6	4.00
“	Southington,	7	4.00
“	Winchester,	3—52	4.50
Brass Goods,	Ansonia,	18	4.00
“ “	Bridgeport,	42	4.50
“ “	Huntington,	5	5.00
“ “	Seymour,	11	3.75
“	Waterbury,	141—217	4.37
Buckles,	Bridgeport,	16	4.00
“	New Haven,	17	5.00
“	Orange,	6	3.50
“	Waterbury,	42—81	4.50
Buttons,	Bridgeport,	9	4.00
“	New Haven,	11	2.55
“	Waterbury,	42	4.50
“	Westport,	5—67	4.00
Carpets,	Bridgeport,	12	4.00
“	Enfield,	105—117	3.75
Cartridges,	Bridgeport,	16	5.50
Clocks,	Bristol,	5	..
“	New Haven,	28	4.00
“	Thomaston,	27	5.00
“	Waterbury,	24	4.50
“	Winchester,	10	3.00
Clock Trimmings,	Ansonia,	2—96	....
Coach Lamp,	New Haven,	2	4.00
Corsets,	Bridgeport,	132	4.00
“	New Haven,	50	3.75
“	Norwalk,	22—202	3.50
Cotton,	Bozrah,	12	3.50
“	Brooklyn,	59	3.50
“	Columbia,	2	....
“	East Haddam,	19	4.00
“	Griswold,	57	4.00
“	Haddam,	16	3.75
“	Huntington,	10	3.50
“	Killingly,	106	3.50

INDUSTRIES.	Towns.	No. of Children Employed.	Average Weekly Wages.
Cotton,	Mansfield,	5	....
"	Middletown,	10	\$3 75
"	Montville,	20	3.50
"	New Hartford,	91	3.50
"	Norwich,	166	4.00
"	Plainfield,	110	3.50
"	Putnam,	99	3.50
"	Stonington,	36	3.00
"	Thompson,	113	3.50
"	Vernon,	5	....
"	Voluntown,	65	3.75
"	Windham,	51	3.50
"	Windsor Locks,	27—1,059	4.50
Crackers,	New London,	10	4.00
Cutlery,	Bridgeport,	32	4.00
"	Meriden,	11	5.00
"	New Britain,	4	3.00
"	Southington,	10—57	5.00
Dry Goods Stores,	Bridgeport,	17	2.50
" " "	Hartford,	28	2.50
" " "	New Haven,	60—105	2.00
Dyeing and Bleaching,	Sterling,	17	4.00
Elastic Webbing,	Bridgeport,	50	4.00
Electric Apparatus,	Ansonia,	5	5.00
"	Middletown,	2—7	3.50
Embroideries,	Bridgeport,	18	4.00
Folding Chairs,	New Haven,	2	5.00
Hardware,	Bridgeport,	56	4.33 ¹
"	Bristol,	1	....
"	Farmington,	6	....
"	Hamden,	3	3.90
"	Huntington,	27	4.25
"	Meriden,	16	4.60
"	Middletown,	14	3.60
"	New Britain,	119	3.75
"	New Haven,	82	3.50
"	Southington,	4	....
"	Torrington,	9	5.00
"	Wallingford,	4—341	3.00
Hosiery,	Bristol,	18	3.90
"	Derby,	12	3.60
"	Glastonbury,	5	4.80
"	Huntington,	18	3.50
"	Killingly,	23	4.00
"	Manchester,	1	4.00
"	Naugatuck,	2	5.50
"	New Britain,	68	4.30
"	Norfolk,	8	4.50
"	Plainville,	5	4.30
"	Sterling,	21	3.75
"	Vernon,	8	4.00
"	Waterbury,	7	3.75
"	Winchester,	8	4.00
"	Windsor,	9	4.50
"	Windsor Locks,	3—216	....
Iron,	Bridgeport,	15	5.00
Iron Foundry,	New Haven,	8	3.00

INDUSTRIES.	Towns.	No. of Children Employed.	Average Weekly Wages.
Lace Curtains,	Simsbury,	6	\$3.00
Lamps,	Meriden,	63	4.90
Locks,	Branford,	7	4.00
"	Middletown,	5	4.20
"	Norwalk,	10	4.00
"	Plymouth,	27	3.50
"	Stamford,	22—71	4.50
Machinery,	Hartford,	2	....
Machine Needles,	New Haven,	1	....
Malleable Iron,	Branford,	2	6.00
"	Meriden,	1	....
"	New Britain,	3—6	....
Messengers,	Middletown,	2	....
"	New Haven,	10—12	....
Mohair Plush,	Seymour,	28	3.75
Needles,	New Britain,	4	4.50
"	Torrington,	10—14	4.50
Netting,	Middletown,	10	4.00
News Boys,	Hartford,	8	....
Novelties,	Saybrook,	3	6.00
Paper Bags,	Southington,	2	4.00
Paper Boxes,	Ansonia,	2	4.50
"	Coventry,	1	....
"	Derby,	7	4.50
"	Huntington,	16	4.50
"	Meriden,	1	....
"	New Haven,	36—69	3.75
Percussion Caps,	Wallingford,	7	6.25
Pianos,	Derby,	1	....
"	Orange,	9—10	4.00
Pins,	Huntington,	8	4.50
"	Seymour,	2	4.00
Pins, etc.,	Waterbury,	13—23	4.50
Plated Ware,		11	3.75
Printing,		2	....
Pumps,	Middletown,	5	4.50
Rings, etc.,	Waterbury,	47	4.00
Rubber,	Fairfield,	2	4.00
Rubbers,	Colchester,	37	4.50
Rubber Goods,	Naugatuck,	2	....
"	New Haven,	11	4.50
"	Wallingford,	5—57	4.25
Ruffles,	New Haven,	1	....
Rules,	Farmington,	4	....
Rules and Levels,	New Britain,	20	....
Saddlery,	Hartford,	7	....
Satchels,	Westport,	5	4.00
Sewing Silk,	Watertown,	16	4.00
Shoddy,	Enfield,	2	5.00
Shoes, .	Bridgeport,	4	4.00
"	Norwalk,	10—14	4.50
Silk,	Chatham,	9	4.35
"	Coventry,	7	5.50
"	East Windsor,	20	....
"	Hartford, . . . .	..	....
"	Hebron,	3	4.50
"	Marlborough,	6	3.75

INDUSTRIES.	Towns.	No. of Children Employed.	Average Weekly Wages.
Silk,	Manchester, . . .	81	....
"	Middletown, . . .	5	\$3 75
"	New Haven, . . .	2	3.00
"	New London, . . .	48	3.75
"	Putnam, . . .	15	4.00
"	Vernon, . . .	34	4.50
"	Winchester, . . .	9	6.00
"	Windham, . . .	40	5.00
"	Windsor Locks, . . .	2	4.30
Silk and Velvet,	Bridgeport, . . .	27—318	4.00
Silver Plating,	Meriden, . . .	13	5.50
"	Middletown, . . .	2—15	3.50
Silver Plated Ware,	Enfield, . . .	1	....
" " "	Wallingford, . . .	32—33	4.80
Soap,	Glastonbury, . . .	1	....
Spools,	Stonington, . . .	7	3.50
Stove Polish,	Middletown, . . .	3	3.00
Straw Hats,	Norwalk, . . .	5	5.00
Suspenders,	Middletown, . . .	49	3.75
Tacks,	Huntington, . . .	15	4.00
"	New Britain, . . .	9—24	4.20
Thread,	Bridgeport, . . .	6	4.00
"	Griswold, . . .	17	4.25
"	Windham, . . .	85—108	4.00
Tin Ware,	Portland, . . .	54	3.00
Tobacco,	East Windsor, . . .	3	5.00
Tools,	Hartford, . . .	3	4.00
Tricycles,	New Haven, . . .	1	....
Twine,	Westport, . . .	6	3.50
Typewriters,	Bridgeport, . . .	9	4.50
Watches,	Waterbury, . . .	4	8.00
Watch Keys and Rivets,	Plainville, . . .	4	5.00
Webbing,	Ansonia, . . .	3	4.50
"	Waterbury, . . .	3—6	4.50
Wire,	Ansonia, . . .	20	5.00
Wire Goods,	Redding, . . .	5	5.00
Wood Turning,	Essex, . . .	6	3.50
Woolen,	Coventry, . . .	5	5.50
"	East Lyme, . . .	4	4.00
"	East Windsor, . . .	35	....
"	Glastonbury, . . .	3	4.50
"	Greenwich, . . .	26	3.75
"	Killingly, . . .	38	4.25
"	Manchester, . . .	3	....
"	Norwalk, . . .	22	5.00
"	Norwich, . . .	12	4.50
"	Plainfield, . . .	29	4.25
"	Preston, . . .	11	5.00
"	Putnam, . . .	14	4.00
"	Somers, . . .	9	4.80
"	Sprague, . . .	5	4.00
"	Stafford, . . .	39	4.90
"	Stonington, . . .	16	4.50
"	Thompson, . . .	27	4.00
"	Torrington, . . .	6	4.00
"	Vernon, . . .	125—429	4.35

The following table shows the prosecutions by agents in the year 1891-1892.

In a few towns systematic enforcement has been begun and is now carried on. It is more satisfactory than the scattered and isolated action in special cases and the work will more and more assume a regular and systematic form.

PROSECUTIONS DURING THE YEAR ENDING AUGUST 31, 1892.

Town.	Child.	Age	Nativity.	Offense.	Circumstances of Family.	Attendance during 12 months.	Court.	Results.
Ansônia,	Boy	9	Foreign.	Neglected.	Mother insane; father could not care for children and send them to school.	....	Borough.	Committed to County Home.
"	"	8	"	"	Mother insane; father could not care for children and send them to school.	....	"	"
"	"	5	"	"	Mother insane; father could not care for children and send them to school.	....	"	"
"	"	10	"	Tuancy.	Father intemperate.	47	"	" State Reform School.
"	"	13	"	Non-attendance.	Good.	38	"	Father fined \$2 and costs.
Brooklyn,	"	13	American.	Tuancy.	Poor.	40	Justice of Peace	Committed to State Reform School.
Colchester,	Girl	10	Foreign.	Non-attendance.	"	43	"	Judgment suspended.
"	Boy	13	"	"	"	32	"	"
"	"	11	American.	Tuancy.	Neglected by parents.	44	"	"
Durham,	"	9	Foreign.	Neglected.	"	32	"	"
"	Girl	11	"	"	"	49	County Com's'rs.	Committed to County Home.
Essex,	Boy	13	American.	Tuancy and theft.	"	72½	"	"
"	"	14	"	Neglected.	Father dead; mother neglected children.	34	Justice of Peace.	State Reform School.
Haddam,	Girl	3	"	"	"	22½	Probate.	" County Home.
"	Boy	13	Foreign.	"	" step-father	....	"	"
"	"	11	"	"	"	....	"	"
Hartford,	Girl	12	"	"	" mother poor.	19	City.	"
"	"	8	"	"	"	100	"	"
"	"	4	"	"	"	....	"	"
"	"	13	"	"	" in good circumstances	36	"	"
"	Boy	14	"	Tuancy and idleness.	Boy on probation from State Reform School	25	Sup'rint'd't acted on information.	Fine and costs, \$15.00. Committed to Reform School.
"	"	14	"	Tuancy and neglect.	Father could not control boys; mother a drunkard.	6½	City.	"
"	"	11	"	Tuancy and neglect.	Father could not control boys; mother a drunkard.	5½	"	"
"	"	12	American.	Tuancy.	Good; boy deceived parents.	72½	"	Judgment suspended.
Killingly,	"	13	"	Incorrigibility.	Poor.	40	Justice of Peace.	Committed to Reform School.
Middletown,	"	12	Foreign.	Non-attendance.	Employed unlawfully.	44½	City.	Fine \$1 and costs.
"	Girl	13	"	"	"	67½	"	"
Milford,	Boy	13	"	Tuancy.	Father could not control boy; mother dead.	82	Justice of Peace.	Committed to Reform School.
"	"	12	"	Non-attendance.	Employed unlawfully.	45	City.	Fine \$4 and costs.
New Britain,	"	11	"	Tuancy.	Good; home not attractive.	....	"	Committed to Reform School.

ATTENDANCE.

75

New Britain, ..	Boy	8	American.	Neglect.	Father dead; mother poor.	....	City.	Committed to County Home.
" " " "	Girl	6	" "	" "	" "	....	" "	" "
" " " "	"	4	" "	" "	" "	....	" "	" "
New Haven, ..	Boy	2	Foreign.	" "	" "	....	" "	Reform School.
" " " "	"	14	" "	" "	" "	....	" "	Nolled.
" " " "	"	13	Colored.	Incorrigibility.	Good.	85	" "	" "
" " " "	"	12	" "	Non-attendance.	Absent without good reason.	37	Justice of Peace.	Committed to Industrial School.
Norfolk, ..	Girl	12	American.	" "	Poor.	118	" "	Reform School.
Norwalk, ..	Boy	8	Foreign.	Incorrigibility.	Parents dissipated.	51	" "	" "
" " " "	"	14	Colored.	Tuancy.	Father dead; mother poor.	....	" "	Industrial School.
" " " "	Girl	12	American.	" "	" "	....	" "	County Home.
" " " "	"	9	" "	" "	" "	44½	" "	Fine \$3 and costs.
Seymour, ..	Boy	13	Foreign.	Non-attendance	Unlawfully employed.	8½	" "	" "
Simsbury, ..	"	13	" "	" "	" "	85	Sup'rint'd't acted on information.	Committed to Reform School.
Stamford, ..	Girl	14	Colored.	Tuancy.	On probation from State Reform School.	....	Borough.	" "
" " " "	"	14	Foreign.	Non-attendance and vagrancy.	Home unfit for children; mother com-	....	" "	Industrial School.
" " " "	Boy	11	" "	Non-attendance.	mon drunkard	7½	" "	Fine \$3 and costs.
" " " "	"	9	" "	" "	Father dissipated; mother dead.	12½	" "	Nolled.
" " " "	Girl	10	American	Non-attendance.	Good.	16	" "	Case continued.
" " " "	"	12	Foreign.	" "	" "	44½	Justice of Peace.	Fine \$3 and costs.
" " " "	Boy	8	" "	Neglected.	Lack of clothing.	..	Borough.	Committed to County Home.
" " " "	"	11	" "	" "	Father neglected boy; mother had left the family.	30	" "	" "
" " " "	"	11	" "	" "	Poor; mother dissipated; home unfit for children.	40	" "	" "
" " " "	Girl	10	" "	" "	Poor; mother dissipated; home unfit for children.	34	" "	" "
" " " "	"	5	" "	" "	Poor; mother dissipated; home unfit for children.	....	" "	" "
" " " "	"	2	" "	" "	Poor; mother dissipated; home unfit for children.	26½	" "	" "
" " " "	Boy	9	" "	" "	Mother dissipated; home unfit for child'n	....	" "	" "
" " " "	Girl	6	" "	" "	" "	28½	" "	" "
" " " "	Boy	10	" "	" "	" "	....	" "	" "
" " " "	Girl	5	" "	" "	" "	53	" "	" "
" " " "	Boy	11	" "	" "	Father unable to care for children; mother bad.	25	" "	" "
" " " "	Girl	8	" "	" "	Father unable to care for children; mother bad.	53	" "	" "
" " " "	Boy	7	" "	" "	Father unable to care for children; mother bad.	....	" "	" "
" " " "	"	7	" "	" "	Poor.	45	Justice of Peace.	" "
Watertown, ..	Girl	8	" "	Non-attendance.	Good.	93	" "	Fine and costs, \$8.00.
" " " "	Boy	11	American.	" "	" "	78	" "	" "
" " " "	"	8	" "	" "	" "	....	" "	" "
Windham, ..	Girl	12	" "	" "	" "	....	" "	\$5.00 not appealed.

The State of Connecticut has undoubtedly the most efficient law of any State in regard to attendance. Children must not only be driven, if that term be used, from employment, but must at the same time be placed in school, where they ought to be.

The grounds of our legislation.

Universal education.

1. *Every child must be educated.* The years between which children must be in school are 8 to 14.

The State must provide schools free to all.

State provide schools.

2. *Every child has a claim upon the State as well as upon its parents for a common school education.* The police power of the State can be used to secure to every child this education which the State provides.

People control education.

3. *All the people can take a hand in this matter of education.* No constitutional barriers hinder the control of the people. The laws may be modified at any time. The Statutes prescribe the studies which children *must* pursue and direct the selection of persons to control the finances and make rules and regulations about learning. We practically say to parents,—It is not for you to say what your children shall learn. They must learn what the people of the State or your local officers say they shall learn.

The man without children, not represented in schools, contributes as much and more than the man who has many children. We say to tax-payers,—you must give your money to be expended for schools as local officers determine.

The limits of our legislation:

Education compulsory.

1. The duty of educating children was laid primarily upon parents. Our law still says that “the parent or guardian shall teach or cause to be taught.” This means that he can educate his child, but he cannot deprive him of education by keeping him from school or causing him to labor. Education is compulsory as against this parent. The parent who does not send his child to school may be fined \$5 a week for every week’s absence. The clause preceding that requiring children to be taught reads that “every

parent shall cause his child to be brought up in some honest and lawful employment." Another section provides that "no child shall be employed in any mechanical, mercantile, or manufacturing industry." We say,—You must bring up your child in some honest and lawful employment, but 150 industries—all except agriculture—are closed against him.

2. *We limit narrowly, and so far as we need to, the control of parents over their children.* They must send them to school, and they must be taught certain branches. Parents may be fined for exercising the right of lying about the ages of their children. If they are in danger of being brought up to vicious lives, they may be taken away from their parents altogether.

3. *Private schools which are the source, a very great source, of capricious attendance are registered.* They must report to the State Board of Education in respect of all matters of the school except financial matters. The police power is exercised, not only to compel children to attend public schools, but to compel them to attend the private schools which their parents may select. This is liberal.

4. *We maintain High Schools by taxation.* The large sum of money expended for High Schools educates a few. This may not be unjust or undesirable, if the education given be valuable, but certainly the burden is upon High Schools to prove their utility.

What are the results?

1. *There is practically complete exclusion of young children from the enumerated industries.* Children between 8 and 13 years of age will not be found in any "mechanical, mercantile, or manufacturing" employments. This has been the beneficial result of the enforcement of the law.

2. *The record of school attendance shows that nearly all are registered in public and private schools.* Their attendance may not be regular, but we shall eventually secure regularity.

3. *There is no evidence, and it has been inquired for year after year, that any considerable number of children, because*

of this legislation, are forming habits of idleness. Children are found in the streets wasting their time, but this was true before this legislation, and is not the result of it.

There are those who say that children between 8 and 13 years of age ought to be employed in order that they may be industrious in after life. It is preposterous to assume that a child between the ages of 8 and 13, kept at work ten hours a day, at labor from which he receives no pecuniary benefit, is thereby induced to love labor. The childhood experience of every sane man is an answer to any such assumption.

4. *Those who have a good school education are able to adapt themselves afterwards to such employments as they engage in better than those who have not had an education.*

5. *We have not lost any valuable families.* Before this legislation, we found that all over the State children and families appeared and disappeared and reappeared; they were revolving lights on the shores of Trampdom. These temporary inhabitants are less numerous,—they do not like our law.

Public opinion.

6. *We have a public sentiment which supports this legislation.* Without doubt there is all over the State a feeling that this law is beneficial to children, and is right and ought to be maintained.

The following are recommendations, looking to greater efficiency:

Examination of
teachers.

1. *There should be a thorough examination of those who teach in schools.* The State should insist that all and singular its teachers are qualified for the particular work which they are expected to do, and that their appointment shall be guarded so carefully that no selfish influence can determine who shall instruct the children of the Commonwealth. Unless this be done, there is no justice, but rather monstrous injustice, in this labor and attendance legislation. There is no justice in saying that a child shall go to school, that he shall not be employed, and permitting this enforced school time to be wasted.

Longer schooling.

2. *Schools should be open 45 to 50 weeks in the year.* If

we will not let children work, shall we not provide school? Is it not due, too, to the children, that all possible time in their early years shall be given to education? Why shall we not provide a school 45 or 50 weeks as well as 30 or 40 for those who ought to go to school? If idleness is ever made a habit of mind, it is during the weeks of vacation.

3. *Elementary instruction ought to be more rapid and more thorough.* Better instruction. There is no need of detaining a child from the time he is 6 until he is 14 on the elements of Reading, Writing, and Arithmetic. It is practically robbery of his time and he is prevented from becoming and doing what he might easily become and do. It is quite certain that a child at eight years of age, certainly at ten, can finish a primary education. In the remaining years of schooling, he can spend his time upon such useful studies as will fit him better for work in life, especially manual training and elementary science.

4. *Children should be placed under the best conditions for work.* Conditions of study. Children often go to school with insufficient nourishment. They have a scant breakfast. Can such children work on an equal footing with the well-fed? By law, we clothe them, if they have not sufficient clothing. Is there a serious difference between supplying clothing and supplying nourishment?

The question is, Shall we put them in condition to be taught? We forbid them earning their living; we compel their parents to send them. Shall the conditions of school activity and success be supplied?

The phase of the question which mainly concerns us is that poverty is the obstacle to universal education. The poverty which prevails in our large cities, the absolutely destitute homes from which flocks of children come, turn our minds to the question where and how shall these persons get property enough to exchange for food and clothing. How shall the children whom we compel to attend obtain food enough to enable them to receive instruction? If they begin the day on bread or tea or nothing,

they cannot be well taught. We force them into school; we cannot compel starved brains to be active.

Care of children.

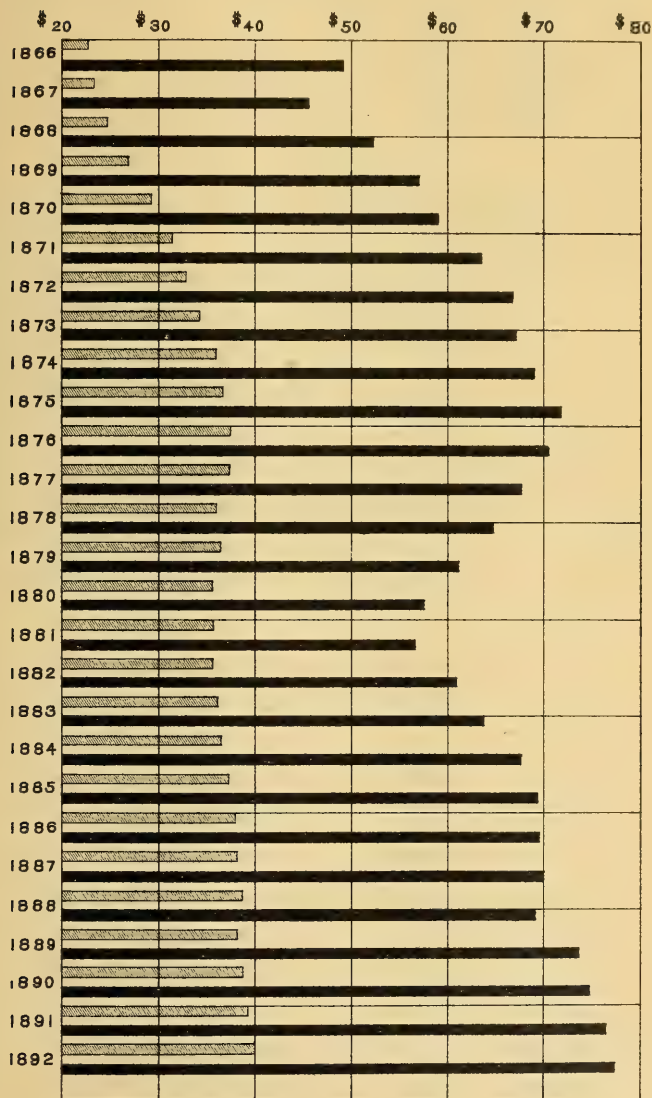
5. *If children are turned away from employment they should have care.* Our legislation is not at all satisfactory, until there is absolute prohibition of the employment of mothers in factories, if they have children who need their care.

TEACHERS.

Summary of Statistics, 1890-91.

Number of teachers in winter, — male, 434; female, 2,866; total,	3,300
Decrease, — male, 26; increase, female, 100; total increase,	74
Number of teachers in summer, — male, 341; female, 2,952; total,	3,293
Decrease, — male, 15; increase, female, 100; total increase,	85
Number of teachers continued in same school,	2,866
Increase for the year,	100
Number of teachers who never taught before,	405
Decrease for the year,	21
Average wages per month for male teachers,	\$77.11
Increase for the year,	.87
Average wages per month for female teachers,	39.84
Increase for the year,	.50
Number of teachers whose wages was \$20 or less per month, — male, 11; female, 134; total,	145
Number of teachers whose wages was from \$20 to \$25 per month, — male, 48; female, 311; total,	359
Number of teachers who had attended Normal School,	646
Number of teachers' meetings held during the year,	13
Number of State certificates granted,	151
Number of State certificates in force, Sept. 1, 1891,	303

TABLE O.
Showing Comparative Wages of Male and Female Teachers.



Below will be found a table giving summary for years since 1866:

Report of	No OF TEACHERS.		No. OF TEACHERS.		Continuously Employed.	Beginners.	AV. WAGES.		Amount paid for teachers' wages.	Per cent. of total expense for schools.	Teachers' meetings.	EXAMINA- TIONS.		
	Winter.		Summer.				Male.	Female.				No. held.	No. of Candidates.	No. of Certificates.
	Male.	Fem.	Male.	Fem.										
1866	655	1,448	113	1,959	1,074	558	\$49.00	\$22.61	\$421,137.02	70.4	0			
1867	624	1,518	115	1,995	1,185	639	45.21	23.14	482,677.50	67.3	9			
1868	617	1,560	139	2,023	1,218	637	52.05	24.91	557,103.22	57.8	12			
1869	645	1,580	150	2,057	1,453	651	56.64	26.93	609,658.05	51.3	33			
1870	679	1,639	162	2,134	1,568	608	58.74	29.16	695,539.25	54.3	12			
1871	702	1,670	185	2,141	1,407	607	63.10	31.29	785,680.04	48.4	9			
1872	699	1,721	186	2,194	1,434	595	66.56	32.69	833,759.96	55.6	6			
1873	715	1,762	198	2,240	1,508	580	67.01	34.09	888,871.89	55.1	10			
1874	711	1,810	246	2,246	1,574	618	69.03	36.05	959,229.40	64.9	11			
1875	794	1,897	258	2,303	1,690	539	71.48	36.67	1,021,714.07	60.1	1			
1876	721	1,910	272	2,324	1,768	557	70.05	37.35	1,057,242.19	67.1	0			
1877	767	1,899	321	2,317	1,780	539	67.43	37.16	1,085,290.05	70.9	6			
1878	753	1,923	305	2,354	1,904	478	64.55	36.20	1,058,682.28	60.1	5			
1879	752	1,959	349	2,329	1,947	470	61.03	36.50	1,041,040.43	68.1	5			
1880	773	1,968	377	2,344	2,003	484	57.19	35.27	1,015,882.91	73.7	5			
1881	746	2,025	392	2,354	2,119	411	56.43	35.42	1,011,729.94	71.8	4			
1882	680	2,120	349	2,432	2,144	454	60.69	35.37	1,025,322.66	69.4	10			
1883	617	2,213	316	2,503	2,183	470	63.44	35.94	1,056,268.25	68.0	9			
1884	566	2,301	307	2,532	2,325	460	67.36	36.52	1,094,580.61	60.3	9			
1885	562	2,347	307	2,596	2,347	485	69.17	37.21	1,130,863.35	63.6	17	15	153	23
1886	546	2,442	346	2,625	2,403	395	69.16	37.64	1,166,879.13	62.9	23	25	253	47
1887	561	2,477	346	2,670	2,482	419	69.89	37.97	1,188,056.04	66.3	15	20	166	42
1888	533	2,559	343	2,730	2,654	378	68.82	38.50	1,227,412.60	69.4	21	25	296	66
1889	493	2,629	327	2,783	2,677	398	73.50	38.52	1,264,061.02	69.6	6	19	194	33
1890	468	2,631	331	2,785	2,719	378	74.47	39.31	1,291,472.88	65.0	13	23	347	52
1891	460	2,766	356	2,852	2,766	426	76.24	39.34	1,330,087.56	62.2	13	24	283	36
1892	434	2,866	341	2,952	2,866	405	77.11	39.84	1,369,432.97	63.1	13	73	191	151

Teachers' Meetings.—This report covers the time from September 1, 1890, to September 1, 1891:

Place.	Date.
Durham,	October 3, 1890.
Falls Village (Canaan),	October 10, 1890.
Colebrook Center,	October 15, 1890.
Salem,	October 22, 1890.
Easton,	October 29, 1890.
Winsted,	November 14, 1890.
New Milford,	December 5-6, 1890.
Windsor,	December 12, 1890.
Fairfield,	February 13, 1891.
Stamford,	February 14, 1891.
Montville,	May 1, 1891.
Lakeville (Salisbury),	May 8, 1891.
Brooklyn,	June 4, 1891.

STATE EXAMINATIONS.

Law.

The law under which State examinations are held was passed in 1884, and runs as follows :

“ The State Board of Education may, upon public examination in such branches, and upon such terms as it may prescribe, grant a certificate of qualifications to teach in any public school in this State, and may revoke the same. Such certificate may be accepted by any board of School Visitors, or Board of Education, in lieu of examinations now prescribed by law.”

Preparation.

The Board requires, in addition to education, evidence of preparation to teach. The tests for the elementary certificate are not difficult. They involve reading and study of the common school subjects, with reference to the special work of teaching.

SCHEME

The following scheme has been adopted by the Board :

I. Hereafter, in the administration of the law providing for the examination of teachers by this Board, the following forms of certificate shall be used :

ELEMENTARY CERTIFICATE

Elementary
certificate.

The State Board of Education having, in accordance with Section 2222 of the General Statutes, caused of to be publicly examined in Writing, in English (including Reading, Spelling, and Grammar), in Arithmetic, in Elementary Science (including Physiology), in Geography, and in History and Civil Government, hereby certifies that has been found to have some elementary knowledge and special preparation for teaching in each of the foregoing subjects, and is to that extent qualified to teach in the public schools of the State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon.

HONOR CERTIFICATE

Honor
certificate.

The State Board of Education having, in accordance with Section 2222 of the General Statutes, caused of to be publicly examined in Writing, in English (including Reading, Spelling, and Grammar), in Arithmetic, in Elementary Science (including Physiology), in Geography, in History and Civil Government, and in the Art of Teaching, hereby certifies that has passed such examination with honor,

and is well qualified by knowledge, professional preparation, and skill to teach in the public schools of this State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon.

ADDITIONAL CERTIFICATE OF SPECIAL EXCELLENCE

*The State Board of Education having previously examined and granted an honor certificate to _____ of _____ and having now caused
to be more searchingly examined in _____ hereby certifies
that _____ has passed such examination with great honor, and is
exceptionally well qualified to teach said subjects in the public schools of this
State.*

This certificate is good only for one year from date, unless a renewal is endorsed hereon.

The Elementary Certificate shall be granted to all persons whose examination proves their possession of that minimum of knowledge and professional preparation without which it is impossible to tolerably teach the subjects which ought to be taught in all schools.

The Honor Certificate shall be granted to those persons who in the ordinary public examination shall have proved their possession of sound elementary knowledge and professional training in all the subjects enumerated in the certificate, and who shall also by actual exercises in teaching children prove their possession of professional skill.

Those who have obtained the Honor Certificate shall upon application be admitted to the next examination for additional certificates of special excellence. This examination shall always include actual exercises in teaching. In order to obtain this certificate, skill in teaching the subjects examined in, as well as accurate knowledge must be shown by the candidates.

PRELIMINARY PAPERS

No persons shall be admitted to any examination unless on or before a prior day, to be announced in advance, they shall have sent to the Secretary of this Board satisfactory papers showing evidence of professional study. In preparing these papers candidates are at liberty to make use of any available help. They are

not forbidden to copy the language of books, provided they properly indicate what matter is quoted. They must, however, expect to be examined with especial strictness on the subject-matter of their papers, and must be prepared to show that all which they have written represents real knowledge in them, such as will be of practical use in teaching. These papers may be short.

Among the papers sent in must be the following :

- | | |
|----------------------|---|
| Writing. | WRITING. A paper describing the candidate's plan of teaching children to write. |
| Reading. | ENGLISH. 1. A paper describing the candidate's method of teaching children to read. |
| Spelling. | 2. A paper describing the candidate's method of teaching Spelling. |
| Language. | 3. A paper giving a list of important points of English usage on which children need special drill. The correct forms of expression should be stated, and also the incorrect forms to be avoided. |
| | In this paper, candidates should also state and illustrate what elements of English Grammar are practically important. |
| Expression. | 4. A paper describing the candidate's method of teaching children to express themselves easily and well, both in speaking and writing. |
| English literature.] | 5. A paper describing the extent to which the teacher would go in studying English Literature with children, and giving a list of books which young children should be induced to read to themselves. It is important that the list should be carefully selected, but it may be very brief. |
| Arithmetic. | ARITHMETIC. 1. One paper describing the candidate's method of teaching number to twenty. |
| | 2. One paper describing the candidate's plan of oral work under all topics mentioned on page 90, especially noting methods of teaching common and decimal fractions. |
| | 3. One paper describing how the candidate would accustom children to work practical problems, and giving |

one practical problem under each topic mentioned on page 90.

See Our New Arithmetic by W. M. Peck.

ELEMENTARY SCIENCE. Three papers, each describing the candidate's plan of a nature lesson to be given to children ; the experiment, or object of observation used in each lesson, and the purpose of the lesson to be fully indicated.

It is recommended that these lessons be upon some part of one of the following subjects:

Gravitation	Minerals	Rain
Solids	Crystallization	Springs
Liquids	Movements of earth's	Glaciers and their ac-
Gases	crust, and forces which	tion on earth's crust
The Sun	produce them	Rivers
Heat	Snow	Climate
Hydrogen	Air	Light
Oxygen	Atmosphere	Sound
Water	Wind	Electricity
Nitrogen	Thermometer	The Earth as a planet
Carbonic Acid Gas	Evaporation	Seasons
Rocks	Dew	
Soil	Fog	

GEOGRAPHY. 1. One paper describing a plan of lesson in Geography.

2. One paper giving topics for lesson in Geography for older scholars, and suggestions as to the way in which the scholars should prepare such a lesson.

PHYSIOLOGY. 1. One paper giving parts of the subject most important for school children, and the object of teaching each.

2. One paper giving topics for a single lesson in Physiology, and the method of teaching the topics.

HISTORY AND CIVIL GOVERNMENT. 1. One paper giving the object and uses of studying History in public schools and the most important parts of United States History.

2. One paper describing a plan of a single lesson in History.

3. A paper describing a plan of a single lesson in Civil Government.

SCHOOL MANAGEMENT. 1. A paper suggesting principles and rules for grouping and classing scholars.

2. A paper describing clearly the method of keeping registers of attendance.

3. A paper indicating good methods of keeping young children usefully employed while the teacher is instructing other scholars.

4. A paper showing acquaintance with the laws of the State relating to instruction, attendance, and employment.

Preliminary requirement for Advanced Certificate.—Candidates for an additional Certificate of Especial Excellence must send to the Secretary of this Board, before they are admitted to examination, a thesis on some subject approved by the Secretary, affording evidence of special study.

EXAMINATIONS

In order to pass the examination and receive an elementary certificate, candidates must satisfy all the following requirements:

WRITING. They must furnish evidence that they can teach writing.

The following are references on subject of Penmanship :

Parker, "*Talks on Teaching*," pages 75-79; Partridge, "*Quincy Methods*," pages 30-31, 248-249, 272-279, 449-461; Farnham, "*Sentence Method*," read entire book; Prince, "*Courses and Methods*," pages 66-73; Fitch, "*Lectures on Teaching*," pages 205-208; Abbott, "*Hints on Home Teaching*," pages 66-68; Currie, "*Common School Education*," pages 315-329.

The following are suggestive questions:

1. What is writing?
2. What is tracing? How does writing differ from drawing? What is "slant"?
3. Why should we teach penmanship to children?
4. What instruction in penmanship should children receive?
5. How should we teach penmanship to children?
6. When should we teach penmanship to children?
 - (a) What training should previously be received?
 - (b) What place in the school course should it occupy?
 - (c) What share of time should it receive?
7. Course of study for 1st, 2d, 3d, and 4th years.
Course of study for primary division of ungraded school.
8. Plan of lesson for 1st and 4th years, or for lessons on letter, movement, and use of pen and ink.

9. What is the use of copy books?
10. State the correct position in writing.
11. In an ungraded school how would you give lessons?
12. Give any exercise which would be useful in securing rapidity.
13. Classify the small letters for purposes of class instruction.
14. Make the small letters in the order in which you would teach them.
15. Make all the letters which involve the capital stem.
16. Make another character which is common to five or more capital letters, and write the letters in which it occurs.

READING. Candidates must furnish evidence that they can teach reading.

The following are references on the subject of Reading :

The Sentence Method of Teaching Reading, Writing, and Spelling, by Farnham. *How to Teach Reading and What to Read in Schools*, by G. Stanley Hall. *Talks on Teaching*, by Parker, pp. 26-66. *The Quincy Methods*, by Partridge, pp. 119-184, 371-389, 534-554. *Lectures on Pedagogy*, by Campayré, pp. 290-305.

The following are suggestive questions:

1. What is reading ?
2. What is oral reading ? Silent reading ? Supplementary reading ?
3. Compare oral and silent reading.
4. Explain what is meant by

<ol style="list-style-type: none"> (a) Alphabet method (b) Phonic method (c) Word method (d) Sentence method (e) Phonetic method 	}	of teaching reading.
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Which method do you prefer and why ?

5. What relation have the alphabet and oral spelling to the first steps in reading ?
 6. What connection should "writing" have with "reading" ?
 7. Of what use is the blackboard in teaching reading to young children ?
 8. Would you have children taught in script first or print ? Why ?
- Write out a first lesson based on your reasons.

9. (a) What is meant by "expression" ?
- (b) How do children acquire the habit of reading without expression ?
- (c) What method of instruction can you suggest for overcoming such a habit ?
10. What is the use of punctuation marks ?
11. What is the test of a good lesson in reading ? The test of a child's fitness to read in a given book ?
12. Make a list of books which will be suitable for children to read in the several years of their school life.

SPELLING. They must be able to spell and pronounce common words.

The following are suggestive questions in spelling :

1. What is spelling?
2. What is the object of learning to spell?
3. How is spelling related to reading?
4. How would you teach spelling to beginners?
5. What is the use of a spelling book ?
6. State expedients that would be helpful in teaching spelling.
7. Note the form of the following words: *horse's, child's, men's, calves', ladies', monkey's, mouse's, chickens', hero's, knives'.*
 - (a) Write the words in the *singular* in one column ; those in the *plural* in another.
 - (b) Make two more columns using each word in the opposite number from that in the first columns.
 - (c) Use each word in a written sentence.
8. (a) Write five nouns that form the plural by adding *es*.
 (b) Write three dissyllables ending in *y* that form the plural by adding *s*
 (c) Write three nouns in *y* that form the plural in *ies*.
 (d) Write three nouns ending in *f* or *fe* whose plurals end in *ves*.
 (e) Write three nouns ending in *f* or *fe* that form their plurals by adding *s*.
9. Write the present and past participles of the following words : *hope, give, run, forget, travel.*
10. Write sentences containing the following words :

<i>safe</i>	<i>save</i>	<i>anecdote</i>	<i>politeness</i>	<i>big</i>
<i>secure</i>	<i>space</i>	<i>story</i>	<i>courtesy</i>	<i>great</i>
				<i>large</i>
11. Use the following abbreviations in sentences : *Cr., e. g., inst., Mss., do.*
12. Pronounce : *finance, prophesy, neuralgia, partridge, catch, almond, diamond, precinct, open, genuine.*

GENERAL. 1. They must show a good knowledge of punctuation and capital letters.

2. They must be able to write and properly address a letter of any ordinary nature.

3. They must be able to make out bills and receipts in proper form.

ENGLISH LITERATURE. Candidates must have studied some simple topics in English literature (to be announced a reasonable time before the examination by the Secretary of this Board), and be able to write intelligently, in

correct English, in answer to one or more easy questions upon this topic.

The subjects in literature for 1891 were:

1. *Nathaniel Hawthorne.*
Particular acquaintance with *Grandfather's Chair*, *Wonder Book*, and *Tanglewood Tales*.
2. *John G. Whittier.*
Particular acquaintance with *Snow Bound*, *Tent on the Beach*, and *Barefoot Boy*.
3. *Charles Kingsley.*
Particular acquaintance with *Water Babies*, *Madam How and Lady Why*, and *The Heroes*.
4. *Longfellow.*
Particular acquaintance with *Hiawatha*, *Paul Revere's Ride*, and *The Building of the Ship*.
5. *John Burroughs.*
Particular acquaintance with *Birds and Bees*.
6. *Benjamin Franklin.*
Particular acquaintance with his *Autobiography*.

Candidates were examined upon one of the following groups :

- | | |
|--------------|-------------|
| 1. Hawthorne | 2. Whittier |
| Longfellow | Kingsley |
| Burroughs | Franklin |

The subjects in literature for 1892 are :

1. *Walter Scott.*
Particular acquaintance with *Tales of a Grandfather*, and *Lady of the Lake*.
2. *Oliver Goldsmith.*
Particular acquaintance with *The Deserted Village*.
3. *Charles Lamb.*
Particular acquaintance with *Tales from Shakespeare*, and *Adventures of Ulysses*.
4. *Washington Irving.*
Particular acquaintance with *The Sketch Book*.
5. *Charles Darwin.*
Particular acquaintance with *What Mr. Darwin Saw in his Voyage Around the World in the Ship Beagle*.
6. *Harriet Beecher Stowe.*
Particular acquaintance with *Uncle Tom's Cabin*

Candidates will be examined upon one of the following groups :

- | | |
|----------|--------------|
| 1. Scott | 2. Goldsmith |
| Lamb | Irving |
| Stowe | Darwin |

Candidates will be allowed to present the subjects for either 1891 or 1892.

ARITHMETIC. Candidates must be able both to do examples and also to work out simple practical problems in the following subjects of Arithmetic

Addition,
 Subtraction,
 Multiplication,
 Division,
 Common and Decimal Fractions,
 Percentage (including among its applications Simple Interest, Commissions, and Profit and Loss),
 Avoirdupois Weight,
 Long Measure,
 Square Measure,
 Cubic Measure,
 Liquid Measure,
 Dry Measure,
 American Money,
 Time,
 Circular Measure (so far as it is used in Geography),
 The Metric System (excluding altogether questions about equivalents),
 Mensuration of Plane Surfaces and of Rectangular Solids.
 Candidates must also know how to keep a cash account.

ELEMENTARY SCIENCE. Candidates must have a good elementary knowledge of the subjects chosen for their papers in Science.

Reference is made to the following School Documents, which may be had upon application to the Secretary:

School Document No. II, 1888, Experimental Lessons in Science, by A. B. Morrill.

School Document No. XII, 1891, Course in Physics, for Teachers' Classes.

School Document No. II, 1892, Lessons in Chemistry, for Common Schools, by G. P. Phenix.

School Document No. III, 1892, Lessons in Physics, for Common Schools, by G. P. Phenix.

School Document No. IV, 1892, Outline Science Lessons in Elementary Schools, by A. B. Morrill.

GEOGRAPHY. Candidates must understand —

1. The elements of mathematical Geography.
2. Must be able to locate the principal divisions of land and water of the globe.

3. Must be able to locate the chief political divisions of the world and the States and Territories of the United States.

4. Be able to describe the important physical features of North America and of Europe.

5. Candidates must also show a good knowledge of certain topics ordinarily taught as a part of Geography, to be announced a reasonable time before the examination by the Secretary of the Board.

The following books are suggested:

Geography, by George Grove.

Physical Geography, by Professor Geikie.

Graphic Lessons in Physical and Astronomical Geography, by Cowham.

The Story of our Continent, by Shaler.

First Book of Geology, by Shaler [with Teachers' Pamphlet].

The following are topics in Geography for school year 1892-3:

A. *The Chemistry and Physics of Heat*. [See Elementary Science Topics, p. 88.]

B. *The Atmosphere* —

I. Air, (a) existence, extent, common properties.

(b) composition.

(c) vapor and clouds.

(d) rain and rainfall.

(1) evaporation, condensation.

(2) region of greatest rainfall is between tropics. Why?

(3) effect of mountains upon rainfall.

Himalayas.

Andes. { North of 30° S.
 { South of 30° S.

Sierra Nevada and Cascade.

(4) great desert regions of the earth.

(e) dew and snow.

(f) movements — winds.

1. two great air currents, polar and equatorial.

2. trade winds; reason for deflection.

3. return trades; reason for deflection.

4. region of variable winds.

5. land and sea breezes; monsoons.

C. *Water* —

(1) Existence, extent, and common properties.

(2) Movements,

(a) waves.

(b) ocean currents.

Revolution —

direction, path, inclination, and parallelism of axis.
 (Sun's vertical rays; two reasons for their carrying more
 light and heat than same number of oblique rays.)

effect of revolution (combined with inclination of axis,
 etc.

Notice —

- (a) circle struck by vertical rays.
- (b) season in each hemisphere.
- (c) length of day and night.
- (d) direction of axis with regard to sun.

solstices, equinoxes, perihelion, aphelion.

appearance of sun's path to observers at various points.

why not hottest here June 22d?

why warmer in September than in March?

K. Maps and map making —

what is a map?

reading maps.

globes.

the use of maps and globes.

*L. Features of the earth —*1. *Position of Continents and Oceans.*

with regard to one another, equator, and tropics.

2. *Location of Highlands, Plains, etc.*

general surface of each continent.

great river systems and lakes.

volcanic regions.

M. Political Geography —

comparative sizes.

chief exports.

government, religion.

largest cities, with short account of each.

United States.

Mexico.

Brazil.

British Empire.

Colonies: India, Canada, Australia, Jamaica.

France. Italy. China.

Germany. Egypt. Japan.

Russia.

N. Connecticut —

boundaries.

counties.

rivers.

cities.

industries.

PHYSIOLOGY. Candidates must be able to do (at least sufficiently for some elementary instruction) the work required of the teacher in the State Text-book on Physiology.

[This book will be sent to those who wish to prepare themselves on this subject.]

Reference is made to the following :

Our Bodies, and How we Live, by Blaisdell.

The Human Body, by Martin.

HISTORY AND CIVIL GOVERNMENT. Candidates must be able to show a good knowledge of certain topics in History and Civil Government, to be announced a reasonable time before the examination by the Secretary of this Board. :

The following are the topics in History for the year 1892-3:

1. (a) What is the object of teaching History?
 (b) What is meant by *memoriter* and *topical* methods of teaching History?
 (c) Mention supplementary books for the different periods.
 (d) What biographies are especially important?
2. (a) What preparatory work can be done before text-book work of Grammar School?
 (b) Recommend stories or books for such work.
 (c) How can other studies be made to aid in this work?
3. (a) Events in Europe which influenced discovery and exploration.
 (b) The principal countries engaged.
 (c) The motives of each in discovery.
 (d) Claims of nations.
 (e) Give some account of the life and voyages of the great navigators.
4. *The struggle for world-empire between the nations of Europe.*
 [Seeley's *Expansion of England*, pages 16-140.]
5. *Original Colonies:*
 (a) Draw a map locating each
 [Fiske's *Beginning of New England*.]
6. *Territorial Growth of the United States:*
 (a) Claims of European nations based on discovery and exploration.
 (b) Changes by reason of inter-colonial wars.
 (c) Boundaries at adoption of Constitution.
 (d) Louisiana purchase.
 (e) Florida purchase.
 (f) Texas annexation
 (g) Oregon.

- (*h*) First Mexican cession.
- (*i*) Gadsden purchase.
- (*j*) Alaska purchase.
- 7. *Northwest Territory*:
 - (*a*) How ceded to United States?
 - (*b*) Title of act which established the government of this territory.
What provision did the act make with regard (1) to slavery and property? (2) to inheritance?
 - (*c*) What States at present?
- 8. *Connecticut* —
 - (*a*) A part of what original grant?
 - (*b*) When and where first settlement?
 - (*c*) Settlers from what colony?
 - (*d*) Who was the leader?
 - (*e*) Name colonies of this territory.
 - (*f*) How were they united?
 - (*g*) Their government?
 - (*h*) Western claims of Connecticut,
 - (*i*) What trouble did they give rise to and what disposition finally made of them?
 - (*j*) Indians; treatment; wars.
 - (*k*) Charter; constitution.
 - (*l*) Towns.
 - (*m*) Illustrious men.
 - (*n*) Industrial progress.
 - (*o*) Education.
- 9. *Struggle for Independence and Constitution* —
 - (*a*) Causes —
 - Navigation Acts.
 - Writs of Assistance.
 - Molasses Act.
 - Stamp Act.
 - Quartering Act.
 - Boston Massacre.
 - Boston Port Bill.
 - Massachusetts Act.
 - (*b*) First Continental Congress.
Lexington and Concord.
Bunker Hill.
English support of the Colonies in the War for Independence:
In Parliament.
Whig party.
Second Continental Congress.
Declaration of Independence.
Articles of Confederation.
 - (*c*) Financial condition of country at close of War for Independence.
Continental currency.

Depreciation.

Efforts to restore credit.

(d) Federal Convention.

Plans for Constitution.

Important Parts of Constitution.

[*War of Independence*, by Fiske.]

[*Critical Period of American History*, by Fiske.]

10. *War for the Union. Struggle for Nationality and Extension of Liberty —*

(a) Garrison —

Liberator, Tracts.

Boston Mob.

Lovejoy.

Faneuil Hall Meeting.

Phillips' Speech.

Right of Petition.

J. Q. Adams.

Sumner's Speech.

Assault on Sumner.

Burlingame's Speech.

Missouri Compromise.

Compromise of 1850.

Kansas-Nebraska Act.

Dred Scott Decision.

John Brown Raid.

Lincoln-Douglas Debates.

Election of 1860.

(b) Struggle —

Sumter.

Cost of War.

Critical Periods.

(c) Lincoln —

Inaugural Address.

Gettysburg Address.

Emancipation Proclamation.

Assassination.

(d) Results —

Constitutional Amendments.

Reconstruction.

11. *Economic and Social History —*

Social Conditions of the Colo-

nies —

Domestic Life.

Education.

Commerce.

Manufacturing and Mining.

Travel.

Occupations.

1790 —

Social Conditions.

Industries.

Cities.

Cotton Gin.

19th Century —

Steamboat.

Erie Canal.

Land System of the West.

Locomotive and Railways.

Anthracite Coal.

Iron.

Ocean Navigation.

Telegraph.

Newspapers.

12. *Biographical Study of —*

Columbus

Edmund Burke

Lincoln

Washington

Hamilton

Grant

Franklin

Clay

Garrison

Jefferson

Jackson

Robert E. Lee

John Adams

Webster

Jefferson Davis

William Pitt

Calhoun

[Candidates should give special attention to these biographies.]

Books :

A History of United States and its People, Eggleston.

American History, Montgomery.

The United States, its History and Constitution, Johnston.

History of the United States, Scudder.

The following are questions in Civil Government for 1892-3 :

1. (a) Necessity of Government.
(b) Object of Government.
2. Relation of law to liberty.
3. (a) What is a constitution? Describe the difference in origin and character between the constitution of England and American Constitutions.
(b) How does a Constitution differ from a Bill of Rights?
(c) The Constitution of Connecticut.
(d) How can the Constitution of Connecticut be changed?
(e) How can the Constitution of the United States be changed?
(f) In what way and to what extent do American Constitutions protect individuals from injustice?
(g) Give imaginary examples of acts of the Connecticut Legislature which would be void as contrary to the Constitution of Connecticut, or to the Constitution of the United States; and name the constitutional provisions violated.
4. We are under government:
 - (1) City or Town.
 - (2) County.
 - (3) State.
 - (4) Federal.
 - (5) Give illustrations of the exercise of each in your town.
5. Find out in detail by inquiry and by examination of the town records of tax lists, etc., how taxes are laid and collected by your own town, and for what purposes the money is spent.

Questions will also be asked concerning the way in which money is obtained and the purposes for which it is spent by counties, by the State, and by the federal government.

What right has government to forcibly take money from individuals? Do you think a part of the people of Connecticut are justified in taking other people's money for policemen, for the poor, for roads, for water-works, for high schools, for teaching music, for relief of sufferers by fire or flood? Give your reasons.

6. Duties of

- (1) City or Town, (2) County, (3) State, (4) Federal Government with regard to
 - (a) Schools,
 - (b) Roads,
 - (c) Care of poor,
 - (d) Care of unfortunate,
 - (e) Administration of justice.

7. In what country was Representative Government developed? When did it take form? With what important step in its development is the name of Simon de Montfort associated?

What nations had any form of Representative Government at the time of the adoption of the Constitution of the United States? What great nations, if any, are now without Representative Government?

What are the important practical differences between the form of Representative Government in England and in the United States, and what are the relative advantages of each?

[*Read Bagehot's English Constitution and Woodrow Wilson's Congressional Government.*]

8. Why is it important to preserve the sphere of State government from encroachment by the general government?

What countries have now established a federal government modeled on ours?

What is the nature and what are the advantages of a Federal State as distinguished on the one hand from a State in which there is a single central legislative authority, and on the other hand from a loose confederation of States? What subjects of legislation and government which are under the control of the English Parliament are beyond the competence of the States of the American Union?

What are beyond the competence of the central government at Washington?

Show from the history of America before the adoption of the Constitution of the United States the evils resulting from a lack of an effective central government, and point out how they were remedied by the Constitution adopted.

9. (a) The departments into which government is usually divided and the functions of each.

(b) How represented in Constitution of United States.

(c) How represented in the Constitution of Connecticut.

(d) What are the executive officers of a town?

10. Who can vote in Connecticut?

How is the right to vote for President determined?

What is naturalization and to whom does it apply?

What is the justification of the legal provision which permits some persons to vote but not others? Is there any such thing as a natural right to participate in the government of the State?

11. What is the difference between the manner of representation of the people (1) in the Senate and House of Representatives of the State; (2) in the Senate and House of Representatives of the United States?

If a system of government works well, is it a sufficient objection to it that different persons have different amounts of power in consequence of having different places of residence? Give your reasons.

12. Define: quorum,
plurality,
majority.

How is the President of the United States elected?

How is the Governor of Connecticut elected?

In what cases may either be a choice of a minority of those voting?

13. School Laws of Connecticut:

(a) Duties of teachers.

(b) Rights of teachers.

Public schools.

(a) When established? Why?

(b) School officers and their duties.

14. The town meeting.

(a) Name of meeting.

(b) Time of holding.

(c) The persons who take part.

(d) The kind of business done.

15. (a) What right has the State to control the education of children?

(b) Are there any limits to the exercise of this right?

16. Are women, or boys and girls who do not vote, represented in town government?

17. How many counties in this State? Names and locations.

18. A deed—

(a) Examine one.

(b) Who records it?

(c) What is meant by title?

19. What is a will? An executor? An administrator?

20. Has there ever been a charter government in this State?

21. (a) What is meant by the legislature, and how is it chosen?

(b) Where does it meet?

22. (a) Where are the laws of the State to be found?

(b) Is everybody expected to know all the laws?

(c) What are the stages through which a bill must pass to become a law?

23. Mention some things that the legislature, a judge, a governor, or a school visitor may do, and refer to your authority.

Candidates are advised to read Fiske's *Civil Government in America*.

VOCAL MUSIC AND DRAWING are not now required. If satisfactory evidence of ability to teach these branches be furnished, they will be noted on the certificate.

GENERAL REQUIREMENTS

PAPERS OF THE CANDIDATES. Candidates must show a thorough practical understanding of all that they have written in the papers handed in before the examination. They may be questioned orally upon the subject-matter of these papers.

CLASSES FOR TEACHERS

IV. Classes for teachers will be formed in the following subjects:

1. English, including
 - (a) Reading.
 - (b) Grammar.
 - (c) English literature.
2. Elementary Science, [Chemistry, Physics, Botany] including
 - (a) Preparatory work for Geography.
 - (b) Physiology.
3. History, including
 - (a) Civil Government.
 - (b) History of Connecticut.
4. Arithmetic.
5. School organization and management.
6. The principles of teaching will be presented in appropriate connections under each subject.

[See Scheme of Teachers Meetings, School Document No. III, 1891.]

Instructors will be sent to afford help in preparing for these examinations.

The Secretary will furnish a list of books which can be read or studied in connection with each of the subjects upon which examination is required.

MISCELLANEOUS

1. In most cases, certificates will not be granted for longer than one year.
2. Certificates may be revoked at any time.
3. Examinations will be held in and for any town upon invitation of the visitors. Candidates who succeed will receive State Certificates, and the record of all, whether successful or not, who are intending to teach in the town will be given to the Examining Committee.
4. Candidates are allowed to divide their examinations with an interval of not more than one year between the parts. At least two subjects must be taken at the first examination, viz.: English (including Reading, Literature, Spelling, and Grammar), and Arithmetic.

Program for Elementary Certificate :

<i>First Day</i>	<i>Second Day</i>
A. M. 9.00 to 9.30 Spelling	A. M. 9.00 to 11.30 History and
9.30 to 10.30 Literature	Civil Govern-
10.30 to 12.30 Arithmetic	ment
P. M. 1.30 to 2.30 Writing	11.30 to 12.30 Drawing (op-
2.30 to 3.30 Reading	tional)
3.30 to 6.00 Elementary	P. M. 1.30 to 3.00 Grammar
Science and	3.00 to 4.30 Physiology
Geography	4.30 to 5.30 Vocal Music
	(optional)

Persons who desire to take partial examinations should present themselves on the morning of the first day.

Examinations begin promptly at 9 o'clock.

Preliminary papers should be sent at least one week before examination.

General Directions for Preliminary Papers :

1. (a) Leave margin at left. (b) If possible use paper of "letter" size.
2. Leave first sheet of each set of papers blank, on which write —
 - (a) Name of subject.
 - (b) Name of writer.
 - (c) Date of writing.
 - (d) Address.
3. Write on but one side of each sheet.
4. Number the pages.
5. Fasten the separate sheets together with fasteners.
6. Never fold papers.
7. Divide subject under different heads, sub-divide into paragraphs.
8. Write from the standpoint of the teacher, and not from that of the pupil.

HONOR CERTIFICATES. Candidates for Honor Certificates should notify the Secretary of their willingness to show by actual exercises in teaching children that they can both teach and manage.

Teachers' Meetings. — In the year 1891-92, teachers will be invited to give attention to one or more of the following subjects :

- | | |
|--|---|
| 1. <i>English</i> , including Reading, Language, Grammar, and Literature. | 5. <i>Government</i> , including Civil Government of Connecticut. |
| 2. <i>Elementary Science</i> , including Physics, Physiology, Chemistry, Botany, and Geology, with special reference to introduction into primary schools. | 6. <i>History</i> of the United States and Connecticut. |
| 3. <i>Writing</i> . | 7. <i>Arithmetic</i> . |
| 4. <i>Geography</i> . | 8. <i>Psychology</i> . |
| | 9. <i>Pedagogy</i> . |
| | 10. <i>School Management</i> . |
| | 11. <i>Kindergarten</i> . |
| | 12. <i>Physical Training</i> . |

The means of investigating these subjects will be :

- | | |
|--------------------|-------------------------|
| 1. Reading. | 3. Teachers' Meetings. |
| 2. Correspondence. | 4. Traveling Libraries. |

1. Courses and books will be suggested by instructors in the several subjects.

2. Instruction and suggestion will be given by correspondence.

3. As often as possible, the instructors will meet classes for conference and lectures on the topics which have been studied.

4. So far as is proper, the Summer Meetings will refer to and elaborate this preliminary study.

5. Examinations will be held for those who desire to take them, and certificates of proficiency given.

6. School documents will be issued from time to time, giving courses, and such directions as the instructors may deem desirable.

7. Small traveling libraries will be issued under such regulations as will secure their use and return. Any group of teachers engaged in studying one or more of these topics will be entitled to the use of one of these libraries.

Other subjects will be added.

SCHOOLS.

Summary of Statistics for 1890-91.

Number of towns in the State,	.	.	.	168
Number of school districts in the State,	.	.	.	1,408
Number of public schools,	.	.	.	1,599
Decrease for the year,	.	.	.	12

Number of departments in public schools,	.	.	3,057
Increase for the year,	.	.	63
Average length of public schools,	.	.	182.26 days
Decrease for the year,	.	.	.25 days
Number of schools of two departments,	.	.	132
Number of schools of three departments,	.	.	54
Number of schools of four departments,	.	.	47
Number of schools of five departments,	.	.	23
Number of schools of six or more departments,	.	.	123
Number of public High Schools,	.	.	25
Whole number of graded schools,	.	.	379
Number of evening schools,	.	.	35
Number of Normal Schools,	.	.	2

Below will be found a summary for years 1866 to 1891, inclusive:

Report of	Average Length.	No Districts.	No Public Schools.	No. of Departments.	No. of Graded Schools.	Evening Schools.
1866	175.00	1,623	1,662	1,991	186	..
1867	164.50	1,609	1,651	2,051	187	..
1868	164.50	1,590	1,645	2,066	189	..
1869	163.05	1,572	1,640	2,140	203	..
1870	161.75	1,570	1,647	2,213	217	..
1871	168.51	1,555	1,644	2,248	217	..
1872	172.41	1,535	1,630	2,200	225	..
1873	173.34	1,521	1,638	2,348	232	..
1874	174.18	1,502	1,648	2,405	236	..
1875	176.29	1,495	1,642	2,458	260	..
1876	176.26	1,506	1,650	2,499	264	..
1877	178.14	1,493	1,628	2,499	270	..
1878	177.52	1,487	1,629	2,530	277	..
1879	178.47	1,500	1,647	2,564	286	..
1880	178.60	1,498	1,638	2,571	300	..
1881	179.02	1,473	1,630	2,594	308	..
1882	179.98	1,471	1,634	2,627	314	..
1883	179.66	1,447	1,628	2,649	313	..
1884	178.77	1,447	1,634	2,735	320	26
1885	179.55	1,447	1,639	2,779	338	23
1886	179.18	1,441	1,633	2,837	339	29
1887	179.74	1,447	1,631	2,860	354	31
1888	180.18	1,424	1,628	2,903	361	26
1889	179.08	1,423	1,624	2,921	361	33
1890	180.32	1,404	1,629	2,969	362	30
1891	182.51	1,394	1,611	2,994	362	27
1892	182.26	1,408	1,599	3,057	379	35

EVENING SCHOOLS.

The following table gives in detail the condition of evening schools:

EVENING SCHOOLS.

TOWN.	No. of Schools.	No. of Sessions.	RECEIPTS.				EXPENSES.				REGISTRATION.				TEACHERS.				SCHOOLS HELD.			
			Received from State Approp- riation.	Town Treasury.	Other Sources.	Total.	Teachers' Wages.	Fuel and Incidentals.	Rent.	Other Objects.	Total.	No. under 14.	No. over 14.	Whole No.	Av. under 14.	Av. over 14.	Average Wages.		Months.	Days.	Hours.	
																	Male.	Female.				
Bridgeport, ..	2	53	\$66.30	\$317.45	.....	\$383.75	\$310.00	\$6.25	.....	\$67.50	\$383.75	2	232	234	0.7	43.5	2	\$2.00 pr. eve.	\$1.00 pr. eve.	Nov., Dec., Jan., Feb.	Mon., Tu., Wed., Thur., Friday.	7-9
Hartford, ...	5	58	291.00	2,117.99	.....	2,408.99	1,761.50	480.82	\$166.67	.....	2,408.99	37	656	693	8.0	194.0	6	.....	.....	Nov.-March.	Mon., Tu., Wed., Thur., Friday.	7-9
New Britain, ..	5	50	91.50	468.45	.....	559.95	489.50	.....	.....	70.45	559.95	31	301	332	4.0	61.0	4	1.87	1.14 per eve.	Oct., Nov., December.	Mon., Tu., Wed., Thur., Friday.	7-9
New Haven, ..	12	66	363.00	*2,612.70	.....	2,975.70	2,329.50	178.95	35.00	432.25	2,975.70	..	1,127	1,127	.....	242.0	19	1.83	2.00	Oct.-Feb.	Mon., Tu., Thur., Fri.	7-9
Thompson, ..	3	50	112.65	267.10	.....	379.75	322.00	57.75	.....	.....	379.75	3	85	188	1.0	75.0	1	1.00	1.00	Dec.-April.	Mon., Tu., Wed., Thur., Fri., Sat.	7-9
Waterbury, ..	8	62	384.60	*2,596.51	.....	2,981.11	1,621.97	1,081.94	.....	277.20	2,981.11	..	516	516	.....	256.4	117	2.00	1.50	Dec.-March.	Mon., Tu., Wed., Thur.	7-9
Total, ...	35		\$1,309.05	\$8,380.20	.....	\$9,689.25	\$6,834.47	\$1,805.71	\$201.67	\$847.40	\$9,689.25	73	3,017	3,090	13.7	871.9	33	.....	.....	.....	.....	.....

* District Treasury.

The following gives a summary of statistics of Evening Schools for the years 1887-91.

EVENING SCHOOLS.

REPORT OF YEAR.	No. of Schools.	Av. No. of Sessions.	RECEIPTS.				EXPENSES.					REGISTRATION.			ATTEND- ANCE.		TEACH- ERS.	
			Received from State Appro- priation.	Town or District Treasury.	Other Sources.	Total.	Teachers' Wages.	Fuel and Incidentals.	Rent.	Other Objects.	Total.	No. under 14.	No. over 14.	Whole No.	Av. under 14.	Av. over 14.	Male.	Female.
1888	26	....	\$1,434 00	\$6,981.75	\$661.91	\$9,077.56	\$6,542.13	\$1,379.80	\$287.50	\$867.98	\$9,077.41	64	2,631	2,695	27	956	39	24
1889	33	....	1,284.00	7,281.14	225.00	8,790.14	6,569.22	1,424.31	200.00	596.61	8,790.14	73	2,428	2,501	23	856	37	24
1890	32	....	1,510.50	6,999.09	5.43	8,515.02	6,470.82	1,309.35	215.00	519.85	8,515.02	59	2,952	3,011	18	1,007	40	24
1891	27	....	1,308.75	7,587.52	.....	8,896.27	7,029.41	1,001.48	200.00	665.38	8,896.27	22	2,861	2,883	10	872	39	31
1892	35	....	1,309.05	8,380.20	.....	9,689.25	6,834.47	1,805.71	201.67	847.40	9,689.25	73	3,017	3,090	13.7	871.9	33	35

KINDERGARTENS.

The following tables give facts relating to Kindergartens :

KINDERGARTENS.—1890-1891.

TOWN.	CHILDREN.		Supported by—	EXPENSE.		SESSIONS.		Building.	Name of Kindergartner.
	Kindergartners.	Over 4.		Salaries.	Material.	Number.	No. of hours.		
Bristol—									
South Side No. 3.	1	92	Public money,	\$450	\$160.00	1	2½	South Side School,	Fannie P. Brown.
Danbury.	1	13	Tuition,	.....	.....	1	3	Private house,	Hattie H. Hoyt.
Hartford—									
South School.	4	60	Public money,	1,500	100 00	1	3	South School,	Charlotte L. McMurray.
Brown School.	6	374	Public money,	4,450	102.00	2	3½	Brown School,	Florence Page.
West Middle.	2	90	Public money,	1,400	65 00	1	3	West Middle School,	Adella M. Woodcock.
New Britain.	3	103	Public money and tuition,	2,200	250 00	1	2½	Normal School Building,	Clara W. Mingins, Ida E. Viets, and Jennie M. Banks.
New Haven—									
Welch School.	2	72	Public money,	900	250 00	1	2½	Welch Training School,	Winnie Evenden.
Skinner School.	1	8	Public money,	300	200.00	1	3	Skinner School,	Lucia N. Bowen.
Miss Livermore's.	1	17	Tuition,	.....	.....	1	3	Private house,	Mary Brown.
Fair Street.	1	9	Public money,	.....	.....	1	2½	Fair Street School,	Ellen Hill.
New Milford.	1	18	Tuition,	450	10.00	1	3	Private house,	Mary C. Wells.
Norwich.	1	12	Tuition and subs'n,	.....	.....	1	3	Free Academy,	Caroline N. Lawrence.
South Manchester.	3	99	Public money,	.....	.....	2	4	Public school,	Kate W. Hutchinson.
Willimantic.	3	87	Public money,	1,650	.....	1	2½	Normal School Building,	Fanniebelle Curtis and Lillian M. Cowles.
Totals.	30	1,064		\$13,300	\$1,197.00				

TOWN.	Kindergartners.	CHILDREN.		Supported by —	EXPENSE.		SESSIONS.		Building.	Name of Kindergartner.
		3 years and under.	Over 4.		Salaries.	Material.	Number.	No. of hours.		
Bristol —										
South Side, No. 3.	1	•	117	Public money,	\$500	\$40.00	1	2½	South Side School,	Fannie P. Brown.
North Side, No. 2.	1	•	42	Public money,	400	80.00	1	2½	North Side School,	Kate Butler.
Hill School.	1	4	25	Public money,	400	155.00	1	2½	Hill School, No. 1,	Florence J. Pierce.
Danbury.	•	•	8	Tuition,	•••••	•••••	1	3	Private house,	Hattie H. Hoyt.
Greenwich.	•	•	11	Tuition,	•••••	•••••	1	3	Private house,	Emma Morse.
Hartford —										
South School.	2	•	105	Public money,	550	50.00	1	2	South School,	Charlotte L. McMurray.
Brown School.	•	•	227	Public money,	4,450	81.00	2	3½	Brown School,	Florence Page.
West Middle.	•	5	110	Tuition,	4,800	50.00	1	3	West Middle School,	Adella M. Woodcock.
Meriden.	•	•	15	Tuition,	•••••	•••••	1	3	Private house,	Lucy A. Jacobs.
New Britain —										
Normal School.	•	15	110	Tuition,	2,400	250.00	1	2½	Normal School Building,	Clara W. Miggins.
Burrill School.	•	2	63	Public money,	380	202.68	1	2½	Burrill School,	Ida E. Viets.
Rockwell School.	•	9	60	Public money,	380	217.00	1	2½	Rockwell School,	Jennie M. Banks.
New Haven —										
Welch School.	•	•	54	Public money,	950	•••••	1	2½	Welch Training School,	M. Josephine Barry.
Skinner School.	•	•	39	Public money,	650	15.00	1	3	Skinner School,	Annie B. Wilson.
Miss Livermore's.	•	6	20	Tuition,	•••••	•••••	1	3	Private house,	Frederick Beard.
Fair Street.	•	18	18	Public money,	450	3.00	1	2½	Fair Street School,	Lucia W. Bowen.
Hamilton.	•	•	25	Public money,	400	96.00	1	2½	Hamilton School,	Mary Brown.
New Milford.	•	•	19	Tuition,	•••••	•••••	1	3	Private house,	Ellen Hill.
Norwich.	•	•	19	Tuition,	•••••	•••••	1	3	Free Academy,	Jennie Scanton.
Plymouth (Terryville).	•	2	24	Public money,	450	120.00	1	3	School building,	Mary C. Wells.
Ridgely.	•	3	22	Subscription,	400	•••••	1	3	School building,	Caroline N. Lawrence.
South Manchester.	•	2	149	Public money,	500	•••••	1	3	Public school,	Lois J. Sweet.
Willimantic —										
First District.	•	2	88	Public money,	1,750	•••••	2	4	Public school,	A. M. Rogers.
Natchaug.	•	•	45	Public money,	825	300.00	1	2½	Normal School,	Georgianna Minor.
Totals.	•	52	1,415		\$17,435	\$1,659.68			Natchaug School,	Fannielle Curtis.
	•	•	•							Lillian M. Cowles.
	•	•	•							and Isabella G. Burnham.
	•	•	•							Kate W. Hutchinson.

Summary.

The number supported in whole or in part by public money was in 1890-91, 14; in 1891-92, 24.

The number enrolled in 1890-91 was 1,093; in 1891-92, 1,467.

Cost in 1890-91, \$14,497; in 1891-92, \$19,094.68.

The number of Kindergartens is rapidly increasing. They are properly becoming a part of the public school system. They ought not to be separated from the public school. The Kindergarten is an organic part of a wholesome and rounded system of juvenile training, and a help to intellectual growth, even at first a strict organization having aims and principles different from those which should prevail during the rest of school life.

HIGH SCHOOLS.

Below will be found statistics of High Schools for 1890-91: The second table, pp. 112-113, shows the attendance in Fall of 1891 and estimated expenditures for 1891-2.

STATISTICS OF

TOWN.	TOWN OR DISTRICT.	Classes.	NUMBER IN EACH CLASS.				COURSES, NUMBER IN EACH COURSE.					Whole Number.
			First.	Second.	Third.	Fourth.	Classical.	Scientific.	Commercial.	English.	Special.	
Ansonia, . . .	Town,	4	11	14	16	20	40	12	9	..	..	61
Bethel, . . .	Town,	2	..	..	13	13	..	..	..	26	..	26
Branford, . . .	Town,	3	..	3	5	9	..	..	..	..	..	17
Bridgeport, . . .	Town,	4	64	47	83	108	29	49	224	..	..	302
Bristol, . . .	Town,	4	12	12	27	41	16	2	20	56	2	91
Canton, . . .	Collinsville,	4	8	6	30	22	43	39	..	..	16	82
Cromwell, . . .	Town,	2	..	..	..	30	..	..	..	30	..	30
Danbury, . . .	Town,	3	..	12	20	30	40	..	..	22	..	62
Derby, . . .	6th District,	4	5	11	12	18	7	3	..	36	..	46
East Hartford, . . .	Town,	4	4	10	19	40	14	..	..	59	..	73
Enfield, . . .	Thompsonville,	4	2	12	8	8	4	13	..	13	..	30
Griswold, . . .	No. 12,	3	..	..	..	12	12	..	..	..	..	12
Guilford, . . .	Town,	4	11	5	13	9	..	..	..	38	..	38
Hartford, . . .	Town,	4	79	124	190	284	421	..	..	256	..	677
Huntington, . . .	Town,	4	3	3	..	14	29	..	..	..	..	29
Killingly, . . .	Danielsonville,	4	17	13	15	10	21	34	..	..	..	55
Litchfield, . . .	Town,	3	..	3	12	10	10	..	..	15	..	25
Madison, . . .	Town,	4	6	7	5	8	7	17	..	..	..	26
Meriden, . . .	Town,	4	29	47	73	96	106	..	..	155	16	261
Middletown, . . .	City,	4	18	11	31	50	25	85	..	..	..	110
Milford, . . .	Town,	2	..	..	9	19	..	..	..	..	..	28
Naugatuck, . . .	Center,	4	1	10	11	36	..	..	..	..	..	58
New Britain, . . .	[Normal School,]	2	..	..	24	20	27	17	..	..	..	44
New Britain, . . .	Town,	4	36	36	44	71	147	12	..	33	..	192
New Haven, . . .	City,	4	93	118	219	237	134	106	79	348	..	667
New Milford, . . .	Center,	4	9	7	5	9	6	..	..	24	..	30
North Canaan, . . .	No. 2,	4	7	10	17	14	7	..	..	41	..	48
Orange, . . .	Town,	4	4	2	2	12	20	..	..	..	..	20
Plainville, . . .	Town,	4	9	6	6	17	38	..	..	..	..	38
Plymouth, . . .	No. 1,	3	..	13	7	8	5	..	..	23	..	28
Plymouth, . . .	Terryville,	3	..	7	6	8	18	3	..	..	..	21
Portland, . . .	Gildersleeve 1,	4	2	9	5	6	7	..	..	15	..	22
Portland, . . .	No. 2,	3	..	..	..	7	6	..	..	1	..	7
Putnam, . . .	Town,	..	4	4	13	20	..	..	..	..	20	61
Saybrook, . . .	Town,	3	..	3	18	15	36	..	..	..	..	36
Seymour, . . .	Town,	4	9	13	12	30	10	54	..	..	..	64
Southington, . . .	Town,	4	18	9	26	28	37	45	..	..	..	82
Stafford, . . .	Springs,	4	1	13	13	19	..	26	..	19	..	45
Stamford, . . .	Town,	4	13	18	39	51	..	..	..	..	..	121
Stonington, . . .	No. 3,	3	..	5	5	13	23	..	..	..	..	23
Stonington, . . .	No. 9,	4	5	4	10	16	35	..	..	..	..	35
Thomaston, . . .	Town,	4	4	3	12	16	34	..	..	1	..	35
Torrington, . . .	Town,	4	8	11	16	19	10	3	..	41	..	54
Vernon, . . .	East,	4	16	19	27	39	25	76	..	..	..	104
Wallingford, . . .	Central,	4	8	11	15	23	4	20	..	33	..	57
Waterbury, . . .	City,	4	20	14	23	42	30	53	..	16	..	99
West Hartford, . . .	Town,	4	6	5	2	12	2	23	..	..	..	25
Wethersfield, . . .	Town,	3	..	11	23	19	53	..	..	..	..	53
Winchester, . . .	No. 1,	4	6	2	6	3	8	9	..	..	13	40
Winchester, . . .	No. 4,	4	6	10	22	38	30	46	..	..	..	76
Windham, . . .	Town,	4	11	20	30	50	30	75	..	..	16	116
Windsor, . . .	Town,	4	4	3	12	24	33	..	..	10	..	43
Windsor Locks, . . .	Town,	2	..	..	12	13	12	..	..	13	..	25

HIGH SCHOOLS, 1890—1891.

GRADUATES WHO ENTERED COLLEGE.													EXPENSES.				
Trinity.	Williams.	Yale.	Wesleyan.	Mt. Holyoke.	Smith.	Vassar.	Wellesley.	Lehigh.	Harvard.	Cornell.	Boston Poly.	Bryn Mawr.	Teachers' Wages.	Fuel.	Incidentals.	Building.	TOWN.
		2		2									\$3,200.00			No.	Ansonia.
													1,180.00	\$60.00	\$65.00	No.	Bethel.
													1,500.00			No.	Branford.
		7			1		2						9,650.00	400.00	250.00	Yes.	Bridgeport.
		4			1								3,180.00	74.92		Yes.	Bristol.
					1								2,180.00			No.	Canton.
													486.00	25.00	40.00	No.	Cromwell.
						1							3,455.00		150.00	No.	Danbury.
		2											3,180.00	25.00	125.00	No.	Derby.
													940.00		10.00	Yes.	East Hartford.
					1								1,860.00		100.00	Yes.	Enfield.
													1,360.00	30.00	25.00	No.	Griswold.
		1											1,600.00	50.00	30.00	No.	Guilford.
3		7	1			1	2		1	1	1	1	25,529.00			Yes.	Hartford.
		1						1					2,020.00	30.00	575.00	No.	Huntington.
													2,300.00		300.00	No.	Killingly.
													800.00	30.00	25.00	No.	Litchfield.
													700.00		150.00	Yes.	Madison.
2													6,100.00	2,205.53		Yes.	Meriden.
			5										5,375.00	125.00	100.00	No.	Middletown.
													1,000.00	30.00	100.00	No.	Milford.
													2,100.00	50.00	150.00	No.	Naugatuck.
																No.	New Britain.
		6	1				2						6,456.20			No.	New Britain.
		32			3	4							27,000.00	625.00	1200.00	Yes.	New Haven.
													750.00		30.00	No.	New Milford.
													725.00			No.	North Canaan.
													408.00	40.00	20.00	No.	Orange.
					1								1,580.00		100.00	No.	Plainville.
													720.00			No.	Plymouth.
													900.00			No.	Plymouth.
													1,350.00		50.00	No.	Portland.
													1,650.00		250.00	No.	Portland.
													2,200.00	75.00	25.00	Yes.	Putnam.
													800.00			No.	Saybrook.
													1,820.00	25.00	30.00	No.	Seymour.
													2,300.00			Yes.	Southington.
																No.	Stafford.
		2											5,240.00			Yes.	Stamford.
													800.00	40.00		No.	Stonington.
													1,550.00		75.00	No.	Stonington.
		1	2			1										No.	Thomaston.
		4					2						2,850.00	60.00	800.00	No.	Torrington.
			1										2,372.00		15.00	No.	Vernon.
		2									1		2,150.00	70.00	50.00	No.	Wallingford.
		1											4,300.00		150.00	No.	Waterbury.
				1									1,370.00	50.00	35.00	Yes.	West Hartford.
													1,350.00		10.00	Yes.	Wethersfield.
		2											1,550.00			No.	Winchester.
													2,350.00		200.00	No.	Winchester.
2								1	1				3,750.00		700.00	No.	Windham.
													900.00	35.00	30.00	Yes.	Windsor.
													1,310.00			No.	Windsor L'ks.

STATISTICS OF HIGH SCHOOLS—

Town.	Town OR DISTRICT.	Classes.	NUMBER IN EACH CLASS.			
			First.	Second.	Third.	Fourth.
Ansonia,	Town.	4	14	16	20	25
Bethel,	Town.	2	..	..	13	7
Branford,	Town.	3	..	6	5	5
Bridgeport,	Town.	4	37	63	86	130
Bristol,	Town.	4	10	13	32	54
Canton,	Collinsville.	4	6	30	22	16
Cromwell,	Town.	2	..	..	..	24
Danbury,	Town.	3	..	12	20	30
Derby,	6th.	4	10	11	12	22
East Hartford,	Town.	3	..	8	10	28
Enfield,	Thompsonville.	4	8	8	8	27
Griswold,	No. 12.	1	..	..	..	4
Guilford,	Town.	4	4	8	11	9
Hartford,	Town.	4	107	124	194	290
Huntington,	Town.	4	2	5	11	16
Killingly,	Danielsonville.	4	6	7	13	27
Litchfield,	Center.	4	2	8	5	18
Madison,	Town.	4	3	6	8	7
Meriden,	Town.	4	29	33	49	78
Middletown,	City.	4	9	21	33	54
Milford,	Town.	2	..	..	16	17
Naugatuck,	Center.	3	..	9	4	43
New Britain,	[Normal School.]	3	..	24	20	40
New Britain,	Town.	4	23	53	46	63
New Haven,	City.	4	81	111	196	211
New Milford,	Center.	4	10	7	4	9
North Canaan,	No. 2.	3	..	16	13	13
Orange,	Town.	4	3	4	4	5
Plainville,	Town.	3	..	10	8	15
Plymouth,	No. 1.	3	..	10	6	5
Plymouth,	No. 2, Terryville.	3	..	4	11	10
Portland,	No. 1, Gildersleeve.	4	2	6	11	11
Portland,	No. 2.	2	..	..	7	7
Putnam,	Town.	4	4	14	20	21
Saybrook,	Town.	3	..	18	10	13
Seymour,	Town.	4	9	9	14	26
Southington,	Town.	4	7	17	17	29
South Windsor,	Wapping.	3	..	4	3	13
Stafford,	Springs.	4	7	13	19	18
Stamford,	Town.	4	11	14	32	50
Stonington,	No. 3.	3	..	8	4	12
Stonington,	No. 9.	4	2	7	15	12
Thomaston,	Town.	3	..	6	7	12
Torrington,	Town.	4	7	10	14	15
Vernon,	East.	4	18	18	26	40
Wallingford,	Central.	4	8	13	18	29
Waterbury,	City.	4	21	5	24	62
West Hartford,	Town.	4	5	2	7	12
Wethersfield,	1st.	3	..	9	22	21
Winchester,	No. 1.	4	3	6	3	12
Winchester,	No. 4.	4	10	15	31	32
Windham,	Town.	4	7	14	28	41
Windsor,	Town.	4	4	3	19	13
Windsor,	Town, Poquonock.	2	..	..	17	15
Windsor Locks,	Town.	2	..	..	15	15

FALL TERM OF 1891-2.

COURSES. NUMBER IN EACH COURSE.						EXPENSES.			Building.	TOWN.
Classical.	Scientific.	Commer- cial.	English.	Special.	Total.	Teachers' Wages.	Fuel.	Incidentals.		
45	23	7	..	..	75	\$5,000.00	..	..	No.	Ansonia.
11	..	..	9	..	20	1,290.00	..	\$25	No.	Bethel.
..	..	..	..	..	16	1,650.00	\$25.00	125	No.	Branford.
54	1	64	198	..	316	9,350.00	..	..	Yes.	Bridgeport.
17	3	23	70	7	116	3,580.75	28.30	..	Yes.	Bristol.
32	42	..	..	..	74	2,180.00	..	75	No.	Canton.
..	..	..	24	..	24	486.00	..	..	No.	Cromwell.
40	..	..	22	..	62	3,455.00	..	75	No.	Danbury.
7	1	..	47	..	55	3,180.00	..	..	No.	Derby.
7	..	..	39	..	46	1,160.00	..	..	Yes.	East Hartford.
8	10	..	33	..	51	2,420.00	..	50	Yes.	Enfield.
4	..	..	..	..	4	1,360.00	..	..	No.	Griswold.
..	..	..	32	..	32	1,600.00	..	..	No.	Guilford.
488	..	..	226	..	714	25,529.00	..	..	Yes.	Hartford.
..	..	..	..	..	34	2,300.00	..	200	No.	Huntington.
23	30	..	..	..	53	2,300.00	..	..	No.	Killingly.
8	..	..	25	..	33	800.00	..	..	No.	Litchfield.
6	18	..	..	..	24	700.00	65.00	85	Yes.	Madison.
106	..	..	104	..	210	6,950.00	..	..	Yes.	Meriden.
30	87	..	..	..	117	5,550.00	..	25	No.	Middletown.
..	..	..	..	..	33	1,200.00	..	..	No.	Milford.
..	..	..	..	..	56	1,500.00	..	..	No.	Naugatuck.
67	17	..	..	..	84	1,500.00	..	..	No.	New Britain.
117	10	..	38	..	165	6,456.20	..	..	No.	New Britain.
115	106	50	328	..	599	28,000.00	..	..	Yes.	New Haven.
8	..	..	22	..	30	750.00	..	..	No.	New Milford.
16	..	..	29	..	45	650.00	..	..	No.	North Canaan.
16	..	..	..	..	16	408.00	..	..	No.	Orange.
33	..	..	..	..	33	1,550.00	..	..	No.	Plainville.
4	..	..	17	..	21	720.00	..	..	No.	Plymouth.
13	12	..	..	..	25	1,000.00	..	..	No.	Plymouth.
7	..	..	23	..	30	1,350.00	..	16	No.	Portland.
4	..	..	10	..	14	1,700.00	..	..	No.	Portland.
..	..	..	..	..	60	1,900.00	..	..	Yes.	Putnam.
41	..	..	..	..	41	800.00	..	..	No.	Saybrook.
27	31	..	..	..	58	1,829.00	25.00	40	No.	Seymour.
26	30	14	..	2	72	2,450.00	..	80	Yes.	Southington.
6	..	..	14	..	20	540.00	25.00	10	No.	South Windsor.
10	29	..	..	18	57	..	..	..	No.	Stafford.
20	42	..	45	..	107	5,650.00	..	..	Yes.	Stamford.
24	..	..	..	..	24	800.00	..	..	No.	Stonington.
36	..	..	..	..	36	1,650.00	..	40	No.	Stonington.
23	..	..	3	..	25	1,222.00	..	..	No.	Thomaston.
12	2	..	32	..	46	2,800.00	..	152	No.	Torrington.
31	72	..	..	..	103	2,372.00	..	25	No.	Vernon.
11	22	..	35	..	68	2,200.00	..	..	No.	Wallingford.
28	52	..	32	..	112	4,300.00	..	150	No.	Waterbury.
2	25	..	..	..	27	1,400.00	..	..	Yes.	West Hartford.
52	..	..	..	..	52	1,350.00	..	..	Yes.	Wethersfield.
11	13	..	..	..	24	1,675.00	..	..	No.	Winchester.
30	58	..	..	..	88	3,050.00	..	100	No.	Winchester.
30	71	..	..	11	101	4,200.00	..	500	No.	Windham.
31	..	..	8	..	39	958.00	..	75	Yes.	Windsor.
6	..	..	26	..	32	750.00	35.00	..	No.	Windsor.
15	..	..	15	..	30	1,410.00	..	..	No.	Windsor Locks.

The following is a summary of the table for 1890-91 :

Summary.

Number of public High Schools,	53
Whole number in public High Schools,	4,450
Number in Classical courses,	1,651
Scientific "	773
English "	1,548
Commercial "	157
Special "	83
Number who entered college, 1891,	124
Cost of High Schools, Teachers' wages,	\$160,196.20
Fuel,	4,155.45
Incidentals,	5,965.00
Total,	\$170,316.65
Number of town High Schools,	30
Number of District High Schools,	22
Cost per scholar registered,	\$38.27
Number of High School Buildings,	14

PRIVATE SCHOOLS.

Private Schools. — The following statistics of private schools are compiled from official returns. Many who are registered in these schools have also been registered in public schools.

TOWNS.		Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
HARTFORD COUNTY.							
Hartford,		*785	3	742	201	12	12
		*601	1	421	204	12	8
		*867	2	678	202	16	16
		62	..	52	180	9	5
		32	10	30	195	7	..
		223	..	..	225	3	..
		205	185	..	218	4	..
East Hartford,		34	..	17	185	1	..
Enfield,		*370	..	307	214	7	12
		18	..	13	..	1	..
Glastonbury,		80	26	..	110	1	4
		†34	3	..	100	1	..
Manchester,		10	2	..	170	2	..
New Britain,		*1242	..	924	194	19	..
Simsbury,		63	40	54	180	8	4
Suffield,		27	..	18	179	1	4
		115	75	92	178	8	..
South Windsor,		8	1	5	129	1	..
Windsor,		54	27	51	180	12	..
Windsor Locks,		*359	7	255	194	6	12
Totals,	20 Schools,	5,198	382	3,659	..	131	..
NEW HAVEN COUNTY.							
New Haven,		*805	5	656	200	12	8
		*463	4	430	200	10	10
		115	10	..	..	4	..
		160	160	70	..	1	..
		..	all	..	..	..	..
		36	11	..	180	7	..
		50	10	30	200	1	..
		80	50	..	..	9	..
		102	36	85	185	7	..
		25	..	21	200	1	..
		50	..	28	180	3	..
		12	..	..	..	2	..
		140	..	80	200	6	..
		36	..	14	194	1	..
		99	40	83	180	3	5
		52	..	..	200	2	..
		41	..	26	195	1	..
Ansonia,		*71	1	42	203	2	..
		19	..	12	200	1	..
Branford,		*18	..	14	185	..	..
Cheshire,		*60	25	57	216	5	6
		16	2	10	190	1	..
		15	..	11	185	1	..
Derby,		*389	2	224	196	7	..
Hamden,		30	3	16	187	1	..
		17	..	11	165	1	..
		43	10	..	175	5	6
Meriden,		*108	..	..	180	2	..
		*935	3	684	190	21	8
		129	..	104	193	2	..
		14	2	12	150	1	..
		†16	4	..	198	1	..
Milford,		17	3	10	184	1	..
		18	..	13	172	1	..
		18	..	10	191	1	..
Naugatuck,		23	..	17	192	1	..
Orange,		37	..	..	190	2	..
Waterbury,		32	2	15	180	2	..

* Ecclesiastical.

† Closed.

TOWNS.		Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
NEW HAVEN COUNTY. —Continued.							
Waterbury,		*124 16 *244 *774 *170 68	.. .. .. 5 .. 15	... ... 200 714 120 180	243 200 199 210 ... 180	17 1 5 15 9 ..	.. .. 8 10 12
Totals,	45 Schools,	5,687	403	3,819	.....	176	.....
NEW LONDON COUNTY.							
New London,		61 49 12 10	16 9 .. all	53 24 12 9	193 176 ... 195	3 1 1 1	........
Norwich,		*493 *479 234 273	.. .. 156 182	439 292 ... 167	193 188 181 200	12 7 18 2	12
Colchester,		48 15 8	16 9 ..	39 11 ..	200 80 ...	2 1 1	......
Groton,		32	16	19	180	1	..
North Stonington,		26	1	23	180	2	..
Old Lyme,		*80	..	19	201	2	..
Sprague,		*141	..	127	169	3	..
Stonington,		36 17 11 6 26	14 4	21 12 .. 6 15	200 75 175	3 1 1 1 2	4
Waterford,		26	4	15	175	2	..
Totals,	21 Schools,	2,057	423	1,288	.....	70	.....
FAIRFIELD COUNTY.							
Bridgeport,		*150 *587 172 96 29 51 62 33 *762 *105 7 8 20 30 20	.. 1 .. 24 35 17 12 2	119 530 91 70 18 32 51 30 580 92 5 7 15 25 18	202 191 365 180 195 180 175 190 201 207 200 207 185 190 180	4 10 4 7 2 1 3 3 12 2 1 1 1 4 1	.. .. .. 14 8
Danbury,		11 *94 32 *154 90 13 14	1 8 3 2	7 68 28 71 80 11 14	198 277 180 198 188 ... 180	1 3 2 3 7 1 4	..............
Greenwich,		30 25	10 ..	30 ..	140 200	2 1	....
New Canaan,		30 25	10 ..	30 ..	140 200	2 1	....

* Ecclesiastical.

TOWNS.		Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
FAIRFIELD COUNTY.— <i>Continued.</i>							
Newtown,.....		35	21	25	180	1	4
.....		24	..	15	190	1	..
Norwalk,		14	..	12	200	1	..
.....		*441	..	318	199	8	16
.....		11	3	8	145	3	..
.....		51	..	..	..	10	..
.....		10	..	8	150	1	..
.....		40	21	9	170	13	4
.....		8	..	4	..	1	..
.....		14	..	8	..	1	..
.....		††
Redding,		15	2	11	100	1	..
Stamford,		*402	6	336	200	7	9
.....		13	..	13	..	1	..
.....		81	21	..	180	1	..
.....		20	..	18	190	2	..
.....		25	22	..	200	4	..
.....		14	..	..	145	1	..
.....		90	..	..	..	8	..
.....		12	..	9	200	1	..
.....		55	..	16	200	12	..
Westport,		88	10	73	195	4	..
Wilton,		12	..	..	..	1	..
.....		10	..	10	..	1	..
.....		34	..	24	..	3	..
.....		23	..	..	..	1	..
Totals,	55 Schools,	4,137	238	2,909	.....	168	.....
WINDHAM COUNTY.							
Killingly,		*406	1	258	200	6	8
Putnam,		*566	..	361	190	6	..
.....		65	..	48	180	1	..
Thompson,		*576	..	325	204	6	1
Windham,		*779	5	541	210	13	..
Woodstock,		43	22	26	190	1	..
Totals,	6 Schools,	2,435	28	1,559	.....	33	.....
LITCHFIELD COUNTY.							
Litchfield,		22	3	14	175	1	..
Canaan,		25	7	16	247	1	..
Cornwall,		30	..	26	..	3	4
Goshen, .....		..	..	..	..	..	..
Kent,		24	6	15	180	1	..
New Hartford,		*274	6	148	194	4	..
New Milford,		20	..	14	..	1	..
Norfolk,		41	19	31	188	5	..
Roxbury,		38	..	17	178	1	..
Salisbury,		*90	..	59	187	2	..
.....		†11	..	9	180	1	..
.....	
Sharon,		27	6	12	195	2	..
.....		40	5	..	180	1	..

* Ecclesiastical.

† Discontinued.

†† Refused to report.

TOWNS.		Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
LITCHFIELD COUNTY. —Continued.							
Washington,.....		10	5	9	192	3	..
		10	..	..	195	1	..
		63	18	..	185	..	..
		6	..	6	160	1	..
Watertown,.....		*340	..	266	..	6	8
Winchester,.....		56	20	35	142	2	..
Woodbury,.....							
Totals,.....	20 Schools,.....	1,133	95	677	.....	36	....
MIDDLESEX COUNTY.							
Middletown,.....		*392	..	299	195	8	9
		16	..	13	180	1	..
		49	9	40	185	4	..
		7	..	..	180	1	..
		28	..	20	200	2	..
		19	5	..	135	1	..
Haddam,.....		222	35	174	186	10	13
Clinton,.....		5	..	5	185	1	..
Old Saybrook,.....		18	6	18	180	1	..
		26	3	15	165	1	..
Portland,.....		*241	..	202	194	6	9
Totals,.....	11 Schools,.....	1,023	53	786	.....	36	....
TOLLAND COUNTY.							
Stafford,.....		*219	..	156	183	4	..
Vernon,.....		*83	..	59	225	3	..
		*369	1	276	183	5	..
Willington,.....		4	..	..	..	1	..
Totals,.....	4 Schools,.....	675	1	491	.....	13	..

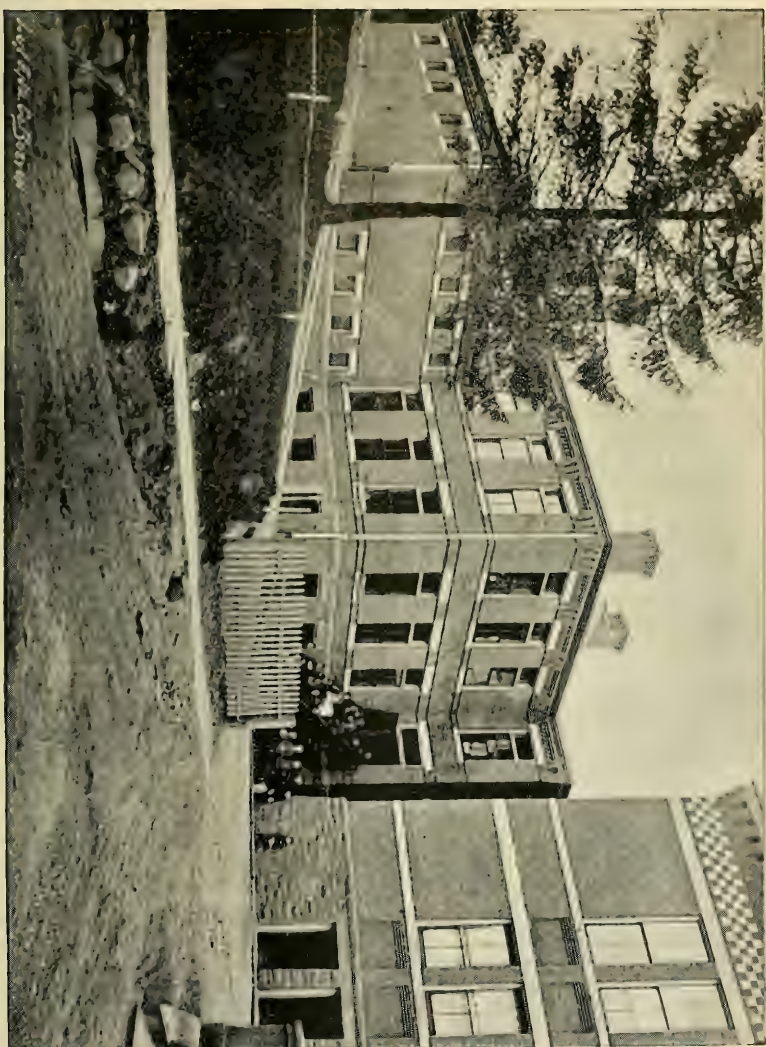
* Ecclesiastical.

SUMMARY.

COUNTIES.	Number of Schools.	Number of different scholars registered	Number over 16 years of age.	Average attendance for the year.	Number of teachers.
Hartford,.....	20	5,198	382	3,659	131
New Haven,.....	45	5,687	403	3,819	176
New London,.....	21	2,057	423	1,288	70
Fairfield,.....	55	4,137	238	2,909	168
Windham,.....	6	2,435	28	1,559	33
Litchfield,.....	20	1,133	95	677	36
Middlesex,.....	11	1,023	58	786	36
Tolland,.....	4	675	1	491	13
The State,.....	182	22,345	1,628	15,188	663



NORMAL SCHOOL BUILDING, NEW BRITAIN.



ANNEN, NEW BRITAIN.

Text-book of Physiology.—Under Section 2100 of the General Statutes, books have been distributed as follows :

TOWNS.	Number of Books.	Sets of Diagrams.	TOWNS.	Number of Books.	Sets of Diagrams.
Bridgeport, . . .	29	....	Middletown, . .	12	6
Bridgewater, . .	1	....	New Britain, . .	1	....
Enfield,	6	1	Somers,	6	....
Glastonbury, . .	28	1	Windham, . . .	20	12
Hartford, . . .	20	....	Woodstock, . .	5	5
Lisbon, . . . .	....	3		128	28

Arbor Day.—In April, 1891, the following proclamation was issued :

Pursuant to the Statutes of the State, I hereby designate Friday, the first day of May next, as Arbor Day, and I recommend to the people of this Commonwealth, that they observe the day by the planting of trees and shrubs, in private grounds and public highways, and that in all suitable ways they encourage aboriculture and educate their children in the knowledge and love of nature.

MORGAN G. BULKELEY.

NORMAL SCHOOLS.

It is the pleasant duty of the Secretary to report another year of prosperity and progress at the Normal Schools. These schools have, on the whole, gone wonderfully well. Their good reputation has steadily advanced outward. There has been a rising spirit of energy and progress within the schools themselves. The amount of work done in each has largely increased, and we feel that it has been better done than ever before.

In the six years last passed there has been a remarkable increase in the attendance at the Normal Schools. Between Sept. 1, 1885, and Sept. 1, 1891, the increase was 195. At the beginning of the school year, 1891-2, the increase over the preceding year was 100.

The reason for this increase is not on the surface. The opening of a new school at Willimantic has attracted some

Increase of Members.

Reason.

who would not have attended had there been single schools only. The requirements for admission to the schools are not easier, but more difficult; the requirements for graduation are much more severe. Nothing in the condition of business leads us to conclude that the means of families have suddenly increased so as to make them better able to send their children to these schools. No beneficiary funds are available for the help of any. The sums necessary for board and usual expenses have not decreased; on the contrary, there has been a slight increase at New Britain.

The increase in attendance has been simultaneous with the development of model and practice schools. But this feature has been prominent for several years, and cannot be the immediate and only reason.

The students of both schools can, upon graduation, secure positions to teach. This fact, however, does not distinguish these years from many preceding years. The wages of teachers have increased somewhat; these wages are still ridiculously low, and do not make teaching an occupation attractive because it is lucrative.

Undoubtedly the correct view is, that people of this State are beginning to understand that preparation for teaching,—special training for the responsible work of guiding and interesting children,—is necessary. It is fair to assume that this view has been taken by parents, school officers, and teachers, and that thinking young persons who intend to teach also understand the matter.

Expenditures.

The increase in students has involved a large increase in the annual expenditures for the Normal Schools.

In 1883, the annual appropriation was \$12,000 for sixty-five students. In 1884, with the opening of the new building, this sum was increased to \$17,000. Meantime, the school had more than doubled, and the extra expense of maintaining the new plant was considerable. In 1890, another building was added at New Britain, and the new school at Willimantic was opened. The sum granted for the maintenance of the two schools was \$40,000, but the sum appropriated in 1889 was only \$30,000, and there was a necessary

deficiency of \$10,000. For the current year 1891-2, the sum of \$40,000 has been available for the two schools, and there has been a deficiency of \$3,000.

The opening of the new school at Willimantic was attended with the expense of furniture, appliances, library, workshop, and remodeling rooms. At New Britain the number of students made changes in the old building imperative.

While the annual expenditure has been large, the increase in students, as above indicated, has more than kept pace with the increase in expenditure. The annual expense is considerably increased by the necessity of maintaining practice schools which are indispensable to the best training of teachers. The town of New Britain has never opened its schools as in the early history of the Normal School and practice schools have been established elsewhere.

The increase in numbers has been attended by a sensible improvement in the quality and value of the instruction. Those who have graduated and now represent the School in the schools of the State have almost without exception been good teachers.

Graduates. Of the number graduating in the classes of Graduated. 1891, 74 graduated in the Normal School departments, and 17 in the kindergarten department at New Britain.

The total registration as shown by the catalogue, was, at New Britain, 401 as against 372 of last year, a gain of 29. At Willimantic the registration was 77 as against 29 the year before, a gain of 48.

Attendance at
New Britain.

The following table shows the number connected with the school at New Britain in most of the years since its organization :

Year.	Whole number enrolled during the year.	Senior.	Junior.	Middle.	Ent.	Inst.	NUMBER OF GRADUATES.		
							Jan.	June.	Total.
1850-1	154	....	....	....	....	....	....	....	5
1851-2	182	....	....	....	....	....	....	....	2
1852-3	183	....	....	....	....	....	....	....	15
1853-4	238	35	102	101	....	....	....	....	19
1854-5	298	49	158	87	....	....	....	....	29
1855-6	359	56	179	124	....	....	....	....	24
1856-7	287	47	151	89	....	....	....	....	17
1857-8	269	37	143	89	....	....	....	....	10
1858-9	266	32	167	67	....	....	....	....	17
1859-60	228	41	132	55	....	....	....	....	19
1860-1	164	37	74	53	....	....	....	....	12
1861-2	175	27	92	56	....	....	....	....	11
1862-3	168	31	90	47	....	....	....	....	19
1863-4	190	39	102	49	....	....	....	....	15
1864-5	138	31	56	52	....	....	....	....	12
1865-6	....	....	....	....	....	....	....	....	19
1866-7	....	....	....	....	....	....	....	....	14
1867-8	....	....	....	....	....	....	....	....	....
1868-9	....	....	....	....	....	....	....	....	....
1869-70	132	....	55	31	....	37	....	....	9
1870-1	148	....	72	18	....	18	....	....	24
1871-2	149	26	34	12	61	16	....	....	26
1872-3	144	35	26	21	62	....	11	24	35
1873-4	180	43	45	25	67	....	16	27	43
1874-5	....	....	....	....	....	....	22	28	50
1875-6	140	....	16	39	44	....	15	26	41
1876-7	127	....	15	31	37	....	11	25	36
1877-8	140	....	21	41	49	....	9	16	25
1878-9	132	....	17	28	44	....	12	25	37
1879-80	150	....	29	38	55	....	13	15	28
1880-1	150	....	19	43	40	....	20	25	45
1881-2	135	....	23	33	40	....	16	23	39
1882-3	162	16	20	13	58	....	16	23	39
1883-4	216	14	27	38	107	....	14	16	30
1884-5	260	26	45	32	116	....	11	25	36
1885-6	266	29	51	45	112	....	19	24	43
1886-7	285	19	46	41	113	....	17	43	60
1887-8	319	37	75	49	145	....	11	47	58
1888-9	349	24	96	59	128	....	18	62	80
1889-90	372	40	78	33	150	....	16	61	77
1890-1*	401	137	205	....	....	....	25	36	61

Number of students in attendance, first term, 1890-91	.	.	242
Number of students in attendance, second term, 1890-91	.	.	222
Number of students in attendance first term, 1891-92	.	.	292
Average age of students admitted, September, 1891	.	18 yrs. 2 mo.	
Average age of graduates, January, 1891	.	19 yrs. 7 mo.	
Average age of graduates, June, 1891	.	20 yrs. 9 mo.	
Number of diplomas granted, January, 1891	.	.	25
Number of diplomas granted, June, 1891	.	.	41

* Until 1889, students were admitted in February and September, making four classes.

The following table shows the number in attendance at Willimantic : Attendance at
Willimantic.

YEAR.	Whole Number Enrolled.	Senior.	Junior.	Graduates.
1889-90, . . .	29	..	29	..
1890-91, . . .	70	24	46	24

In 1890-1891, eighty-four towns were represented at New Britain 'as follows :

Ansonia	3	Hebron	1	Redding	1
Avon	2	Huntington	2	Ridgefield	1
Berlin	1	Killingworth	2	Rocky Hill	1
Bloomfield	4	Ledyard	1	Salisbury	3
Branford	4	Litchfield	1	Saybrook	1
Bristol	5	Manchester	9	Seymour	1
Canaan	3	Meriden	21	Simsbury	2
Canterbury	1	Middlebury	1	Southington	3
Canton	2	Middlefield	2	South Windsor	1
Chatham	5	Middletown	5	Stafford	1
Cheshire	5	Milford	3	Stamford	8
Cromwell	1	Montville	1	Stonington	3
Danbury	2	Naugatuck	1	Stratford	1
Darien	1	New Britain	44	Suffield	5
Derby	2	New Canaan	1	Torrington	2
Durham	1	New Hartford	3	Trumbull	1
East Granby	1	New Haven	4	Vernon	3
East Haddam	1	Newington	4	Wallingford	9
East Hartford	7	New London	1	Washington	2
Enfield	7	Newtown	3	Waterbury	20
Essex	3	North Canaan	2	West Hartford	6
Fairfield	1	North Haven	3	Westport	4
Farmington	10	Norwalk	8	Wethersfield	2
Glastonbury	2	Norwich	1	Winchester	5
Goshen	2	Orange	2	Windham	1
Granby	1	Plainville	2	Windsor	3
Greenwich	1	Plymouth	9	Windsor Locks	8
Hamden	1	Portland	8		
Hartford	58				

From Without the State

Illinois	1	New Jersey	2	Virginia	1
Massachusetts,	8	New York	5	Sandwich Islands	1
Nebraska	1	Vermont	2		—

SUMMARY BY COUNTIES						Students	Towns
Hartford	.	.	.	.	.	190	25
New Haven	.	.	.	.	.	80	15
New London	.	.	.	.	.	7	5
Fairfield	.	.	.	.	.	35	14
Windham	.	.	.	.	.	2	2
Litchfield	.	.	.	.	.	32	10
Middlesex	.	.	.	.	.	29	10
Tolland	.	.	.	.	.	5	3
						380	84

Thirty towns were represented at Willimantic as follows :

Ashford	.	.	.	.	2	Ledyard	.	.	.	.	2
Bozrah	.	.	.	.	1	Madison	.	.	.	.	1
Canterbury	.	.	.	.	2	Mansfield	.	.	.	.	2
Chaplin	.	.	.	.	1	Middlebury	.	.	.	.	2
Chatham	.	.	.	.	2	Montville	.	.	.	.	2
Columbia	.	.	.	.	1	New London	.	.	.	.	1
Coventry	.	.	.	.	1	Norwich	.	.	.	.	9
East Haddam	.	.	.	.	2	Plainfield	.	.	.	.	1
Ellington	.	.	.	.	1	Preston	.	.	.	.	1
East Lyme	.	.	.	.	1	Putnam	.	.	.	.	1
Franklin	.	.	.	.	1	Scotland	.	.	.	.	1
Groton	.	.	.	.	1	Sterling	.	.	.	.	1
Hebron	.	.	.	.	5	Stonington	.	.	.	.	2
Killingly	1	Tolland	1
Lebanon	6	Windham	22
Total						77					

Other States:

Virginia	1
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SUMMARY BY COUNTIES.

Counties						Pupils	Towns
Middlesex	4	2
New Haven	3	2
New London	27	11
Tolland	.	.	.	.	.	11	6
Windham	.	.	.	.	.	32	9
Total						77	30

The following table gives the towns from which students have actually entered the Normal Schools from 1883 to 1891, inclusive, with the number that entered from each town in each year:—

Towns represented, 1883-92.

	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.
HARTFORD CO.										
Hartford,.....	7	17	12	15	11	12	17	21	25	22
Avon,.....	..	..	..	..	..	1	1	..	..	1
Berlin,.....	2	..	..	..	..	4	2	..	..	..
Bloomfield,.....	1	2	2	..	2	1	2	3	1	..
Bristol,.....	2	..	..	1	5	7	1	..	3	3
Canton,.....	..	..	..	..	..	..	1	1	..	..
East Granby,...	..	..	..	..	..	..	..	1	..	..
East Hartford,...	..	..	1	3	..	2	5	3	1	3
East Windsor,...	3	3	1	2	1	4	3	1	..	..
Enfield,.....	4	8	6	2	..	1	1	7	2	1
Farmington,...	2	..	2	2	..	..	2	6	2	..
Glastonbury,...	..	1	..	2	1	..	..	1	1	2
Granby,.....	..	2	2	..	..	..	1	..	..	..
Hartland,.....	..	..	..	..	1	..	..	..	..	..
Manchester,....	1	..	4	3	4	3	3	5	5	4
New Britain,...	6	8	9	14	16	10	12	20	15	24
Newington,....	..	5	..	2	1	1	2	2	2	..
Plainville,....	..	..	..	1	2	..	..	2	..	1
Rocky Hill,....	..	2	1	1	..	..	..	..	1	2
Simsbury,....	..	..	..	..	1	..	..	2	..	..
Southington,...	..	1	..	1	..	1	3	1	1	2
South Windsor,...	..	1	..	..	3	..	1	3	1	4
Suffield,.....	..	..	..	..	4	1	3	3	..	..
West Hartford,...	..	..	1	1	..	1	5	3	2	3
Wethersfield,...	..	3	4	2	1	6	2	2	..	2
Windsor,.....	..	1	1	1	..	..	1	1	1	..
Windsor Locks,...	..	2	..	6	3	4	3	3	2	3
NEW HAVEN CO.										
New Haven,....	2	1	3	1	4	3	2	2	2	1
Ansonia,.....	..	..	..	..	..	..	1	1	..	..
Branford,.....	..	..	..	..	..	..	..	3	1	5
Cheshire,.....	1	2	..	..	..	1	1	4	1	2
Derby,.....	..	..	3	3	2	2	1	3	..	..
Guilford,.....	..	1	..	1	..	..	..	..	..	1
Hamden,.....	..	..	..	..	1	..	..	..	1	2
Madison,.....	..	..	1	2	..	..	..	..	1	2
Meriden,.....	3	3	4	6	11	7	10	7	12	9
Middlebury,....	..	..	..	..	..	..	..	..	2	1
Milford,.....	..	..	1	..	..	1	4	..	1	2
Naugatuck,....	..	..	..	..	..	..	..	..	1	2
North Branford,...	..	..	1	..	2	..	..	..	..	2
North Haven,...	..	1	..	1	1	..	2	..	..	..
Orange,.....	1	..	..	..	..	1	..	1	1	1
Seymour,.....	..	..	..	..	1	2	1	1	..	..
Southbury,....	1	1	..	..	..	..	..	..	..	..
Wallingford,....	2	4	4	3	5	..	2	3	6	7
Waterbury,....	..	2	4	1	3	6	2	15	4	1
Woodbridge,....	..	1	..	..	..	..	..	..	..	..
NEW LONDON CO.										
New London,...	2	2	2	1	..	..	2	1	1	..
Norwich,.....	2	5	1	2	1	2	5	5	3	5
Bozrah,.....	..	..	..	..	..	..	..	1	..	..
Colchester,...	1	2	1	1	1	..	1	1	2	1
East Lyme,....	..	..	..	..	..	..	..	..	1	..
Franklin,.....	..	..	..	1	..	..	..	..	1	..
Griswold,.....	..	..	2	1	..	..	..	..	1	..
Groton,.....	3	1	..	..	..	..	..	..	1	..
Lebanon,.....	..	1	..	1	..	1	2	2	3	1
Ledyard,.....	..	..	4	..	1	..	..	..	2	1
Lyme,.....	..	..	2	1	1	..	..	..	..	1
Montville,....	..	..	..	..	..	1	..	..	2	..
North Stonington,...	..	..	1	2	1	..	..	..	1	1
Old Lyme,.....	..	..	1	2	..	..	..	..	..	..
Preston,.....	..	..	..	..	..	1	..	..	1	1
Sprague,.....	..	..	..	..	..	2	2	..	..	..
Stonington,....	..	..	..	1	2	2	..	2	3	3

	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.
FAIRFIELD Co.										
Bridgeport,.....	1	3	..	..	..	..	2
Danbury,.....	1	..	..	1	..	..	1	..	2	2
Bethel,.....	2	..	..	..	..	1	..	2
Brookfield,.....	1	..	..	..	..	..	..	..
Darien,.....	1	..	..	2	..	..	..
Fairfield,.....	1	..	..	..	..	..	..	1
Greenwich,.....	..	1	1	..	..	..	3	..	..	1
Huntington,.....	1	..	..	1	..	..	1	1
New Canaan,.....	1	..	..	..	1	..	1	..	..	..
New Fairfield,....	1	..	..	..	..	..	..	..	..	..
Newtown,.....	..	1	2	1	..	1	..	1	2	3
Norwalk,.....	1	1	1	4	4	2	3	3	2	5
Redding,.....	3	1	..	1	..	..	..
Ridgefield,.....	..	1	..	1	1	..	1	..	..	..
Stamford,.....	1	2	1	1	1	1	5	2	5	2
Stratford,.....	..	1	1	2	2	1	..	1	1	..
Trumbull,.....	3	..	1
Westport,.....	2	1	..	1	1	..	3	1
Wilton,.....	1
WINDHAM Co.										
Brooklyn,.....	1	5
Ashford,.....	1	1	1
Canterbury,.....	1	1	..	1	1	1	1	..
Chaplin,.....	2	..	1	..	..
Eastford,.....	1	..	..	..	1	..	..	..
Hampton,.....	..	1	1	..	2	..	..	..	..	1
Killingly,.....	1	..
Plainfield,.....	1	1	2	..	1
Pomfret,.....	1	..	1
Putnam,.....	2	..	..	1	..
Scotland,.....	1	1	..	2
Sterling,.....	1	..	..	4
Thompson,.....	1	1	..	..	1
Windham,.....	1	5	15	13	11
Woodstock,.....	..	2	2	..	..	..	1	..	..	..
LITCHFIELD Co.										
Litchfield,.....	1	1	1	..	1	1	2	..	..	3
Barkhamsted,.....	2	..	..	..	..	..	..	..
Bridgewater,.....	..	1	..	..	..	..	..	..	..	..
Canaan,.....	1	1	..	..	3	..
Colebrook,.....	1	..	..	..	..	..	..	..
Cornwall,.....	..	1	..	..	..	..	..	..	..	..
Goshen,.....	1	..	..	..	..	..	2	..
Harwinton,.....	1	..	1	..	..	1
Kent,.....	1	1	1	..	..	..	..	..
Morris,.....	1	1	..	1	..	..	..	..
New Hartford,....	1	2	1	..	2	..	1	..
New Milford,.....	1
North Canaan,....	1	..	1	..	..	1	..	..
Plymouth,.....	3	..	..	1	..	2	6	..	2	4
Roxbury,.....	..	1	..	..	..	..	..	..	..	..
Salisbury,.....	1	1	..	3	1	1	1
Sharon,.....	..	2	..	..	1	1	..	..	..	..
Thomaston,.....	1
Torrington,.....	1	3	1	..	2	1	3	..	1	2
Warren,.....	1	1	..	..	..
Washington,.....	1	..	1	..	..	1	1	1	1	1
Watertown,.....	..	3	..	..	1	2	1	..	..	..
Winchester,.....	..	1	..	1	1	3	2	..	4	1
Woodbury,.....	1	..	..	..
MIDDLESEX Co.										
Middletown,.....	1	6	2	..	..	4	8	2	..	4
Haddam,.....	..	2	..	..	..	2	..	..	..	..
Chatham,.....	1	..	..	3	3	6	3	..
Chester,.....	1	1	..	..	..	..
Clinton,.....	1	..	..
Cromwell,.....	..	1	..	1	..	..	1	..	1	1
Durham,.....	1	2	2	1	..	..	..
East Haddam,....	1	1	..	1	..	1	2	..
Essex,.....	3	1	2	1	1	1	1
Killingworth,.....	..	1	1	..	..	..	..	1	..	1
Middlefield,.....	1	1	2	..	..	1	..
Old Saybrook,....	1	..	..	..	..
Portland,.....	..	1	2	1	3	3	..	4	4	2
Saybrook,.....	1	2	..	..	1	1
Westbrook,.....	1	1	..	..	..	..

	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.
TOLLAND CO.										
Andover,	1	..	..	..	..	..	..	..
Bolton,	1	1	1	..	..	1	..	..	..
Columbia,	1	1	1	..	1	..	1	1	..
Coventry,	1	1	2	..	3
Ellington,	1	1	1	1	1	1	..	1
Hebron,	2	..	..	..	3	..
Mansfield,	1	1	..	1	1	1	2	..	2
Stafford,	1	..	..	..	..	..	2	..	1
Vernon,	1	3	1	..	1	2	2	1	2
Other States,	1	2	8	6	8	2	7	10	7

In the table on page 124 will be found the number who were graduated in the years 1850-1891, the number of persons who have graduated each succeeding year since the first diplomas were conferred. 1,181 have graduated at New Britain and 24 at Willimantic. Number of graduates.

At present the students are distributed in two classes. Each of these classes is divided into several divisions.

The length of time students must remain in the school is regulated by their ability to finish satisfactorily certain prescribed courses. These courses may be finished in two years by persons of fair preparation and good health. Successful practice in the Model Schools is made a condition of graduation, and success here cannot always be determined by the usual three-months trial. It follows, that the Normal Schools do not now engage to grant diplomas at the end of two years, but rather at the completion of the several required courses which appear in the catalogue, and a longer or shorter period of practice. Length of course.

A period longer than two years is commended to all who, from considerations of health, lack of thorough preparation, or other causes, have reason to anticipate exceptional difficulties. This longer course will give better opportunities in the practice schools, in the laboratory, in the workshop, in music and drawing, and all special studies, than can possibly be provided in the shorter time.

The capital objection to a longer course is lack of means. Attention is called to the suggestion found in the last report of this Board, viz.: that temporary help be extended to those who are without means. This plan is in successful opera-

tion in other States. The objection, serious and well founded, is, that persons who want to obtain an education, ought and can obtain the money for this education.

Graduates in
State.

All of the 85 graduates in 1891 taught in the State.

In general graduates adhere to the principles and follow the plans which they have received at the Normal School, and are superior teachers. In a few cases under depressing influences, they do not maintain the character which we expect. They find that the mist of tradition cannot be cleared in one week or term. Their fall from good teaching with which they are acquainted, to the poor teaching which they have been taught to avoid, makes their work in the latter doubly feeble and despicable.

Examinations.—Of those who entered, ninety-eight were examined, and seventy-six were admitted on the presentation of diplomas or from High Schools. Ten were admitted on evidence that they had taught three years. Examinations were held in all parts of the State.

Building at
New Britain.

Buildings.—There have been a few changes in the building at New Britain. These changes have been in the third story, which is now entirely devoted to school purposes. On page 132 is a plan of the floor which was left in 1883 entirely unfinished. This floor cannot be well ventilated, and and is not now well lighted. There should be at north and south ends dormer windows. For these, plans have been made and an appropriation is needed.

Annex at New
Britain.

The Annex, which was completed and ready for occupancy in April, 1891, has proved a thoroughly useful building. On pages 129-136 are plans which show the present condition and arrangement of the main building, and also of the Annex.

Building at Wil-
limantic.

The building at Willimantic has been delayed by causes which are well known to the Board. The delay has prevented the growth of the school and cramped the teachers in their work. The building should be at once erected.

Gymnasium.—No part of the building at New Britain is now more useful than the gymnasium. To this, children from the Kindergarten, every scholar from the Model

PLATE I.

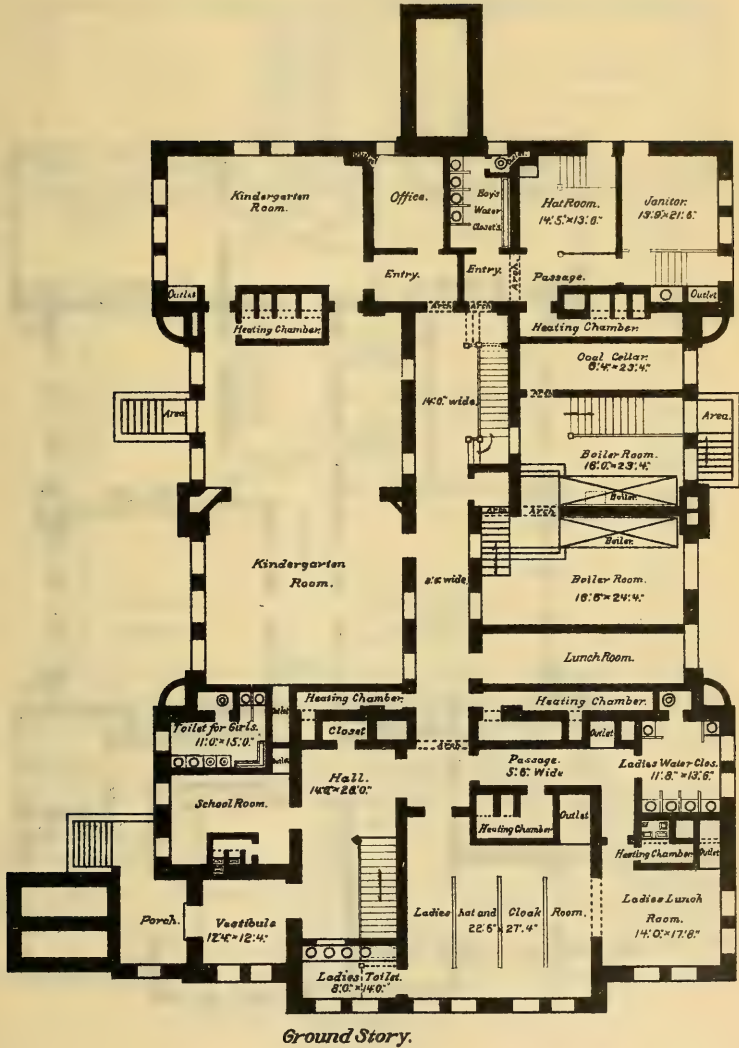


PLATE II.

*First Story.*

PLATE III.

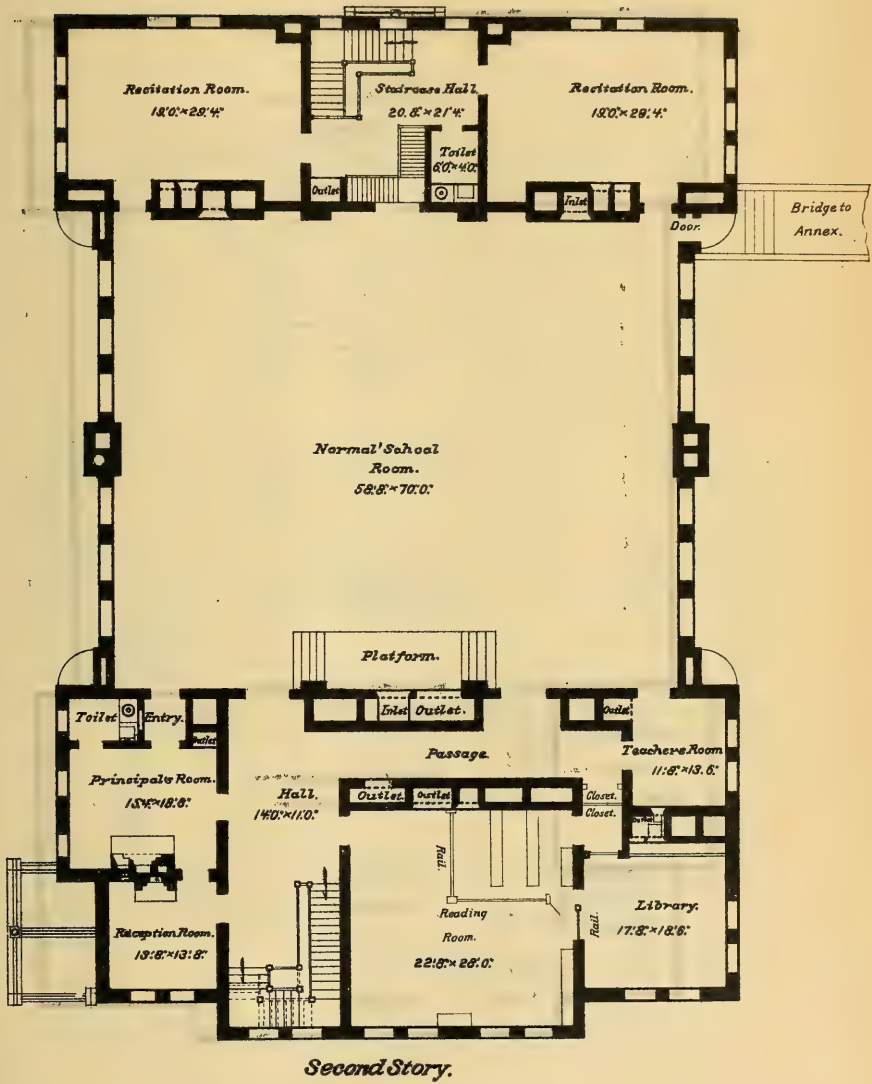
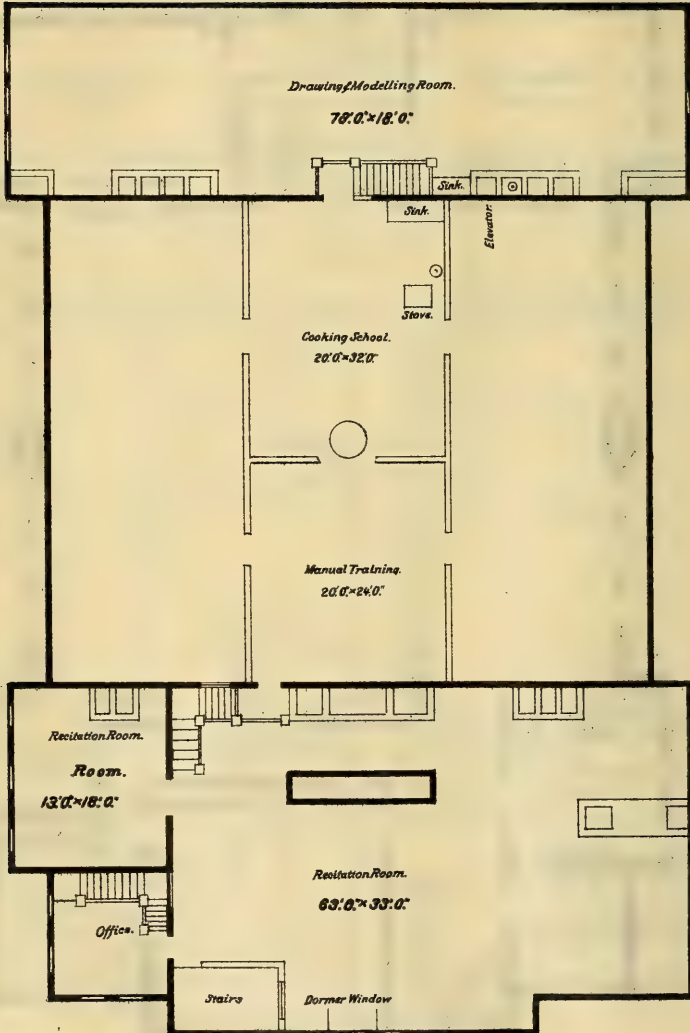


PLATE IV.



Third Story.

PLATE 1.

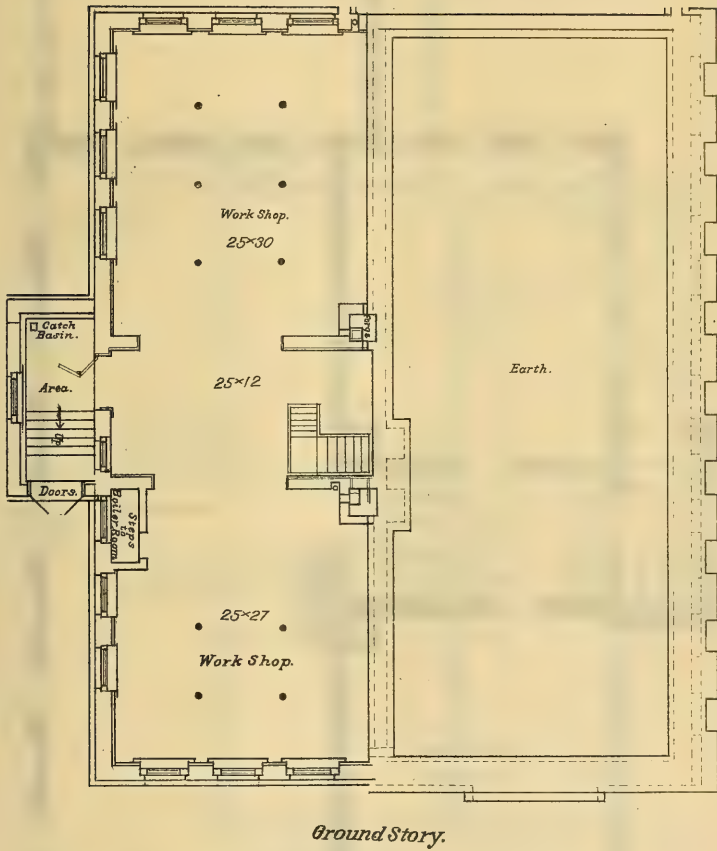


PLATE II.

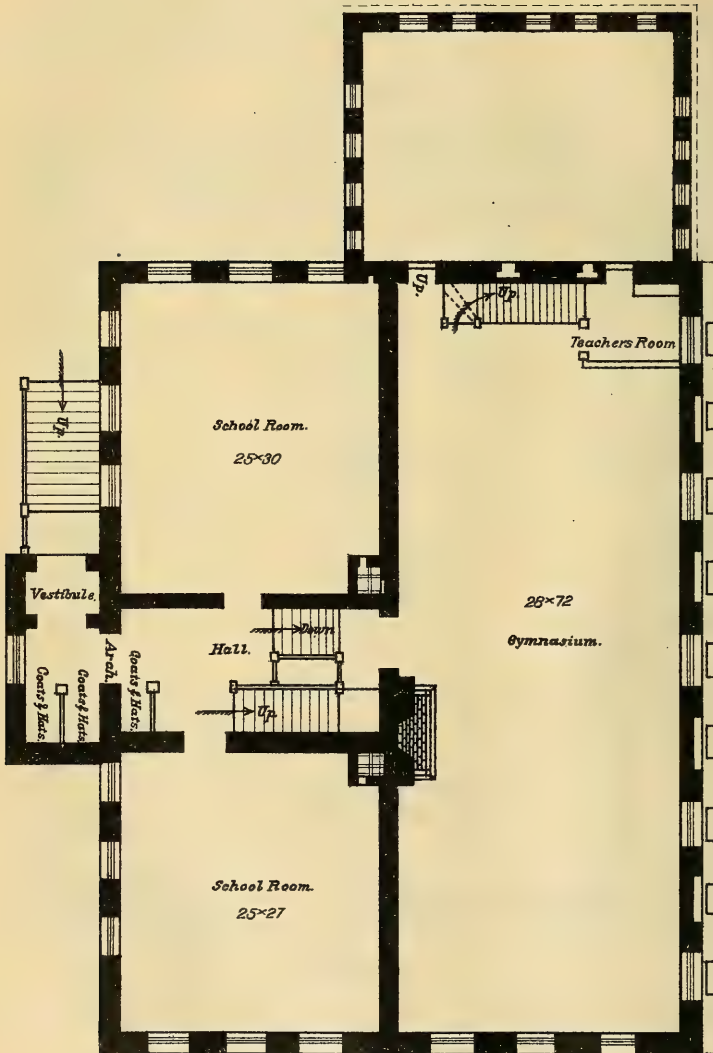
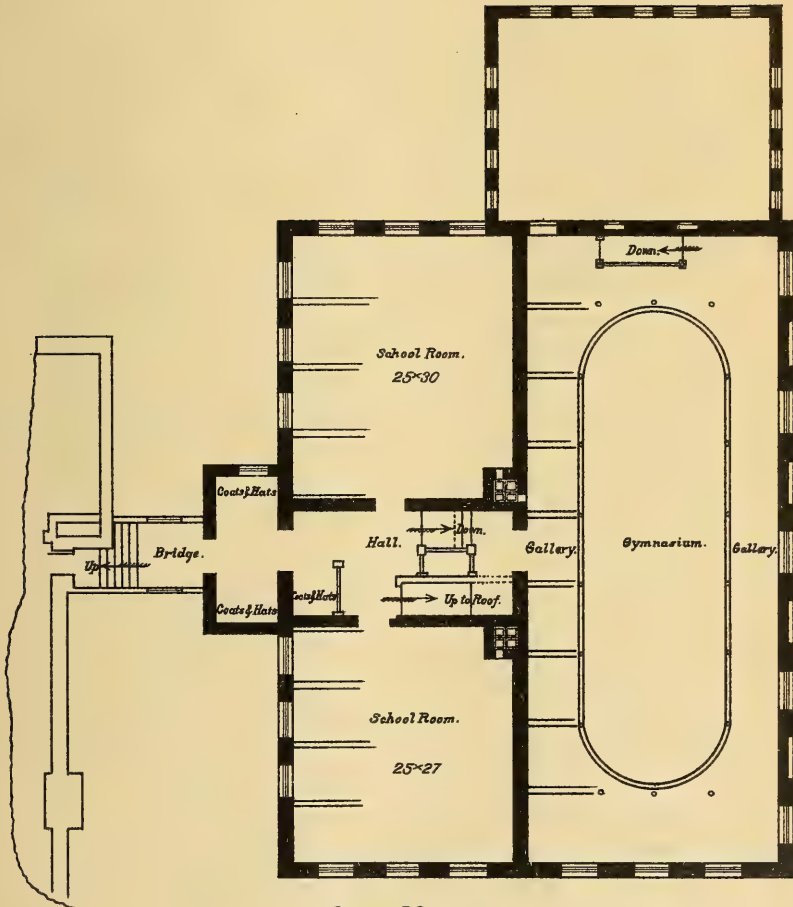
*First Story.*

PLATE III.

*Second Story.*

Schools, and every scholar in the Normal School must come for special instruction. Few cases of ill health have been known among the students, and numberless cases of improvement in health have been known. The children of the schools have been strengthened and straightened. There is no doubt that the health of all has been sensibly improved.

Model Schools.—In the report of 1891, page 72, a sketch of the Model School at New Britain is given. The number in the Model Schools managed by the Board, including the Kindergartens, is as follows: Model School, New Britain, 409; South Manchester, 135; Bristol, 252. First District in Windham.

These schools of training and practice have justified their establishment. After nine years of inconvenience and hindrance, the Normal School at New Britain finds itself with ample practice facilities at South Manchester and Bristol. The schools of observation and practice at Willimantic were freely and generously provided at the beginning. The schools in all these places are thorough Model Schools. The children who attend them are getting the best education which our day affords; they are in no sense the subjects of experiment; they enjoy, under the most careful supervision, the very best and most complete instruction. These schools compare favorably with any schools, are well known throughout New England, and have attracted visitors from every part of the country.

Libraries.—The accessions to the libraries have been as follows: New Britain, 400 volumes, Willimantic, 400 volumes. The libraries are a part of the equipment of the schools, and the students are taught to use them. The additions to the libraries have been made with special reference to the needs of students and teachers.

Instructors.—The catalogue shows the number of instructors at New Britain to be twenty-seven, and at Willimantic to be 18. Of those at New Britain, fifteen are connected with the Model Schools, and at Willimantic, twelve are connected with the Model Schools. None of the Model

School teachers are separated from the Normal School, but contribute by instruction and criticism to the training of the students.

Purpose.

The intention of the school is to fit young men and women to teach successfully in the common schools of the State. In this preparation prime reference is had to the children of the State who are to be taught. They are taught either well or ill. By untrained, inexperienced, and ignorant persons they are always taught ill, their time wasted, and their intellects damaged. To supply these children with faithful and competent teachers is the special work of the school.

Requirements.

Although the standard for graduation is exceptionally high, the requirements for admission are not made more difficult than can be passed by one who has a good common school education. The simplest form for the requirements calls for a specified knowledge of English, Arithmetic, Geography, and United States History. It is thought better to admit those who have a good knowledge of these subjects, and train them to become teachers, than to require a high school or a college education. Those who have a high school or college education will find, however, that their training in literature and physical sciences, if it has been thorough, is particularly advantageous.

Hereafter the examinations will be as follows :

Subjects of examinations.

English. So much of Grammar as is contained in Whitney's Essentials. Any equivalent will be accepted.

Arithmetic. So much as is contained in Wheeler's Second Book in Arithmetic, omitting pages 143-145, 167-179, 226-282, and in Peck's First Book in Number. Any equivalent will be accepted.

Geography. So much as is contained in Grove's Geography (Appleton's History Primers), and Geikie's Physical Geography (Appleton's Historical Primers). Any equivalent will be accepted.

History. So much of United States History as is contained in Johnston's United States History. Any equivalent will be accepted.

Preparation.

For the benefit of those who may wish to prepare them-

selves to enter the Normal Schools, and for teachers who have pupils intending to enter, the following general statement of what should be attained may be of assistance.

English. There should be some knowledge of English literature; a few books should have been carefully read. The following books are suggested:

Irving's Sketch Book.

Longfellow's Hiawatha.

Hawthorne's Wonder-Book.

Lady of the Lake.

The knowledge of these books is far less important than the ability to write good English. Scholars should, therefore, have practice in writing, and their work should be tested. They should spell correctly and punctuate intelligently. The words they use should mean something to themselves and to others, should mean the right thing, and every sentence should be grammatical. Teachers may train for this by the correction of English, and by the constant reading of good English.

Arithmetic. It is necessary to know the general operations of Arithmetic and to have facility in the use of them. The ability to perform simple problems should receive attention. In preparing, students are advised not to waste their time on puzzling problems. The fundamental operations, involving decimal fractions, reduction and combinations of compound numbers, ought to be understood and to be easily and accurately worked.

Geography. The requirements in Geography include a knowledge of the general features of the earth, and not a particular acquaintance with a great number of places. The elements of physical geography should have been learned. The preparation should have been such that those who enter can read intelligently with a map in hand. This involves the use of outline maps.

History. The preparation in History should have been such as to enable the pupil to use his facts. The more reading done in the elementary schools, the greater will be the number of things which the student remembers, because he is interested in them.

The teaching in History should not be the following of a text-book, but should be readings in all available books upon events in our history and upon our institutions. Scholars should not only remember the ideas of the books, but they should state them in their own words.

It is presumed that all have come to the school for the purpose of becoming teachers. If any are in danger of forgetting this, they will certainly be warned. If the presumption of this purpose, which must be declared in writing, is negated by unfaithfulness or unfitness for this calling, they will be informed that any farther work in this line is not desirable. Students who reach the point of decided unfitness will be notified.

Courses.

There are courses provided which are found on page 138, and a definite number of these entitles the student to graduation.

Diploma.

The courses are so arranged that a diploma can be obtained in two years. To obtain a diploma, students must pass State Teachers' Examination, pp. 82-101.

While the severity of the requirements for graduation has increased, a number of special subjects and studies which are now demanded in our schools are here taught, in order that young persons may seek to prepare themselves thoroughly for teaching children, and that the schools of the State may be improved through this means.

Time of entrance.

Students are admitted only in the fall; entering in the middle of the year is unadvisable and generally quite difficult.

This survey shows that the Normal Schools with their instructors, their collection of books and apparatus, their activity in progressive teaching, their gratuitous instruction, are able to afford decided advantages to all who are inclined to be teachers.

These schools intend to be in accord with the spirit of progress. They are perfectly willing to break with precedent for the sake of providing this commonwealth with good teachers. They have in mind particularly the interests of the children of this State, and are not attached to any ven-

erable tradition which elevates anything above this single object.

It is now nearly ten years since, at the call of the Board, your present Secretary was introduced to these schools. It is also full nine years since the principal of the Normal School at New Britain was called to his work at that place, and full seven years since the principal of the Normal School at Willimantic entered the service of the Board. The crisis which the Normal Schools were called to pass has long since passed. The general scheme of work which was within their scope and power has been elaborated by the Board, and has been constantly extended. These schools, both of them ambitious, attempting to do much with very little in the way of experience to go by, and limited means to do with, have attained extraordinary success.

Below will be found the report of the Principal of the School of New Britain.

Mr. C. D. HINE,

Secretary State Board of Education :

SIR,—I give below my 9th Annual Statement as Principal of the Normal Training School at New Britain,

I. *Teachers.* The complete list of teachers at present employed is as follows :

Clarence F. Carroll,	Esther D. Gill,
Ralph G. Hibbard,	Mary E. Harper,
Clara W. Mingins,	E. Ine Brown,
M. Gertrude Fenn,	Helena D. Cowles,
Jennie Darlington,	Mary A. Freeman,
George P. Phenix,	Mattie A. Cole, Bristol.
Elizabeth L. Allyn,	Elizabeth M. Blakeslee,
Jennie M. Banks,	Jessie E. Guernsey,
Emily J. Parker,	Kate S. Anderson,
Charles A. Kunou,	Emily H. Viets,
Helen J. Bunce,	Bertha M. McConkey, South Manchester.
Jennie Hickok,	Lucy B. White,
Gertrude L. Rhoades,	Lieutenant-Col. L. W. Thompson,
Mary G. Peabody,	Alice S. McQuaid,
Ida E. Viets,	Carrie H. Conley,
Millie Arms,	Lina B. Weed, Model School,
	South Manchester.

Kindergarteners in Model Kindergartens :

Georgianna Minor, South Manchester.
Fanny P. Brown, Bristol.

Lecturers :

Charles D. Hine, New Britain.
Edward D. Robbins, Hartford.

Miss Cowles, Miss Arms, and Miss Freeman succeeded Miss Alice E. Reynolds, Miss Emma E. Snow, and Miss Carrie A. Lyle, in charge of Grammar grades in the Model Schools.

Miss Anderson succeeded Miss May E. Greene, in charge of the Physical Training Department.

Miss Blakeslee, Miss Guernsey, and Miss White were appointed because of increased numbers in the Normal School, and in the Secondary Department.

Miss Emma Viets assists Mr. Kunou in the enlarged duties of the Manual Training Department.

Lieutenant-Colonel Thompson takes charge of the Military Training Department in the Secondary School.

Miss McConkey succeeded Miss Anna McMichael as supervisor of Model Schools at South Manchester.

Miss Cole becomes supervisor of the new system of Model Schools at Bristol.

Miss McQuaid teaches Stenography.

In October, Miss Conley assumed charge of the new Department in Domestic Economy.

Miss Emma E. Snow had charge of the room now taught by Miss Arms, from January until May, 1891.

From May until December, Miss Elizabeth Allyn, a teacher of the Normal School, acted as substitute in this room.

Miss Brown was added to the force in the Kindergarten and First Primary classes, in January, 1891.

It will be seen from the above, that we lost but five teachers, although seventeen have been added to our force, making a total of thirty-four.

II. *Summary.* The summary for the year shows :

Number of Diplomas issued,	.	.	.	.	66
Attendance in Normal School Department,	.	.	.	.	292
Enrolled in all Departments,	.	.	.	.	401
Enrolled in Senior Class,	.	.	.	.	137

Enrolled in Junior Class,	205
Kindergarten Department,	56
Physical Training Department,	11
Manual Training Department,	12
Art Training Department,	24
Cooking Training Department,	9

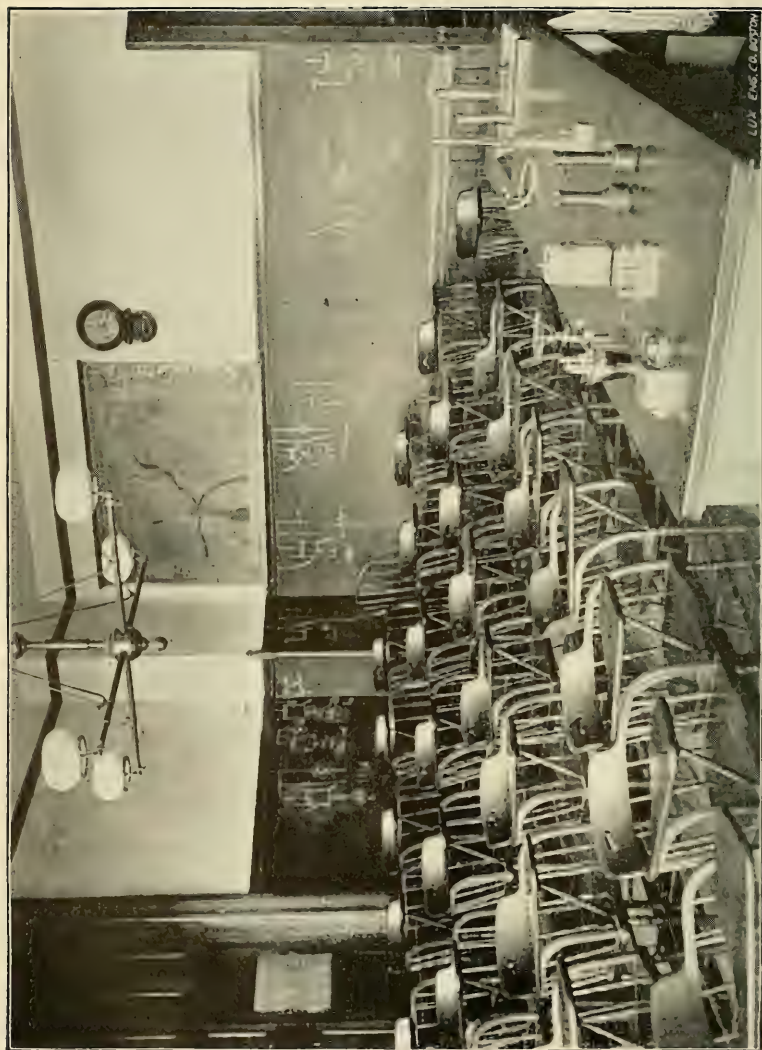
<i>Model Schools.</i> New Britain,	409
Bristol,	252
South Manchester,	635

This shows an increase in the attendance in the Normal School Department of 59; in the number enrolled of 29; in the attendance in the Kindergarten Department of 29; in the attendance in the Model Schools of 320.

III. *Changes in the School Buildings.*—In April, 1891, the new building known as the Annex was first occupied. The rooms in this building are a gymnasium, 28 x 72, a workshop 25 x 67, three schoolrooms, and one recitation-room.

In the attic, a cooking-room and an additional workshop have been added, and the old gymnasium is now used as a lecture-room. The Library has been opened into the Principal's lecture-room, thus forming one large and commodious room. The shelf room in the Library has been doubled, and new tables have been added for papers and magazines.

These changes have, at least, afforded temporary relief. It is still true that increase in attendance renders our present accommodations insufficient to enable us to work to the best advantage.



LECTURE ROOM, NEW BRITAIN.

LUX ENG CO BOSTON

IV. (a) *Growth*.—The class that entered in September, 1890, has become the Senior class, numbering more than one hundred. This is probably the largest class in actual training to be found in the country. This comparison refers to those schools, where, in addition to an extended course in theory, the candidates are given full responsibility in the teaching and management of children.

(b) *New Model Schools*.—Not only has this increase in numbers occurred, but the State Board has fully met the demand for more Model and Training Schools, by increasing and improving the facilities heretofore existing in Bristol and South Manchester.

(c) *Special Training Classes*.—Additional special training classes have been organized, in which students are trained to teach Physical Training, Manual Training, Drawing, Natural Science, and Cooking.

The Kindergarten Training class, organized eight years ago, has proved successful in introducing Kindergartens into the central part of the State. These Kindergartens are a part of the public school system, supported by public money. Not less than twenty such Kindergartens are taught by graduates of New Britain, where no such schools existed before.

It is expected that all new and valuable features of a complete common school education will make their way into favor to an equal degree. It is with this hope that so many are ready and anxious to prepare themselves to teach special subjects.

In most cases, the students in special courses are also members of the regular course in the Normal School Department. The Kindergarten Department has become so large as to almost constitute a school by itself.

(d) *Model School Systems*.—The three Model School systems are all separate, yet co-ordinated and carefully supervised, and each is connected with the Normal School system.

(e) *Secondary School*.—The Secondary school has increased from thirty pupils to ninety-five, and supplies a much-needed opportunity to study and illustrate the best methods of teaching older children in the common schools. Further, it gives an opportunity to show the effect of a previous course of training, in which are included a Kindergarten course, Manual Training, and other features of education lately brought into notice.

(f) *Manual Training*.—The new workshop in the garret makes it possible to give much more attention to this valuable part of

our system. Every student now has at least one hundred and thirty lessons in woodwork and Mechanical Drawing, and the children in all the Model systems have a much more industrial training than heretofore.

(g) *The Library*.—The Library has additional room, a new card catalogue, and the constant services of a librarian. These were caused partly by the increase in number of students and partly by greater activity in the departments of general History, Science, and Literature.

(a) *Recommendations*.—A skilled librarian should be made responsible for the care of the library and reading-room.

(b) An additional Kindergarten of experience should give most of her time to the training classes, thus permitting the head of this department to supervise the three large Kindergartens now under our charge.

(c) A male teacher should be employed for the Secondary schools.

(d) Another competent teacher should be employed for the departments of History and Civil Government, in the Normal School.

(e) A clerk should be appointed to take charge of the principal's office, and relieve him from clerical work.

(f) A separate building should be erected for the Kindergarten and Secondary school.

Each of these recommendations means additional expense. But the school is now training teachers to work in the schools of the State, at the rate of more than one hundred per year; is giving a more complete training than is attempted elsewhere, and embraces every variety of training found in the most progressive educational systems. Considering the number of students trained, and that alone, the expenditure per pupil is less than in any similar school within my knowledge.

VI. *Course of Study*.—The full list of subjects will be found on page 91 of catalogue for 1891-92.

(a) *Grades and Examinations*.—The list of subjects is supplemented by numerous pamphlets in which the topics are worked out in greater or less detail. Every subject taught in both Normal and Model schools will very soon be ready for distribution in pamphlet form. The traditional course of study was horizontal,—that is, by years,—and different parts of different subjects were matched together. Progress in one subject was determined

by a relative progress in several other subjects. The scheme followed even in our primary grades is so arranged that the work in one subject is not necessarily affected by progress in any other subject. All time limits disappear, and no teacher is required to make a given amount of progress, in a given time; nor does promotion depend upon progress indicated by pages; nor is examination upon set amounts of advancement considered, in promoting pupils in any department.

This release from the bondage of examinations and time limits has done much to improve both the moral and intellectual tone of our school. The old system has in it every condition calculated to lower the self-respect of both pupil and teacher, and renders genuine instruction almost impossible. As a consequence of this release, grades by numbers disappear. A given class goes from one room to another, not because a certain amount of work has been done, but because such a change is convenient. Any number of objections can be raised by those who have not tested this plan. Thirteen hundred children, and three hundred Normal School students, constitute a large school, and experience with this number convinces us beyond a doubt that the plan described is practicable and highly economical.

(b) *The Number of Subjects Taught.*—A large number of subjects appear on the list given. Every subject is called for, if we are to suggest to teachers how they may properly deal with children. More than half of these are so strictly mechanical in their nature that about sixty-five half-hour lessons, given by good teachers, will secure to an average student a high degree of skill in any one of them.

As has been stated frequently in former reports, much time is given to Natural Science, Literature, Industrial Training, and History. These subjects extend, in some form, throughout the entire course, and constitute the basis of a broad education for every student. The special three-year courses now provided include what is done in the same subjects in the regular course.

(c) *Time Required.*—A student may profitably spend a longer time than two years in the school. Many are obliged to do this to reach the required standard of scholarship, and many others prefer to lengthen their course by undertaking special subjects.

VII. *Graduates.*—The increase in numbers is far less than the increase in the demand for our graduates. These calls

have come from many different States, and from every part of our own State. The sentiment in favor of trained teachers is growing. There is, apparently, no possibility of an excess in supply, so long as our graduates are thoroughly trained to do their work.

Our present facilities in outside schools enable us to give a much more complete training in the actual responsibility of the schoolroom than heretofore, and every recent graduate from whom we have been able to secure a report is said to be succeeding. Not less emphatic is the report that we have received concerning the success of the graduates of the Kindergarten Training Department. It is hardly possible that a failure should occur, since every person, before graduating, must teach and govern successfully, for three months, one of the schoolrooms under our charge.

VIII. *General Interest*.—The pleasantest duty of the year is found in stating that there is in the school such a general interest in the work of every day, among instructors and students, that almost no incentives to work are ever needed.

IX. *Health*.—Not one case in two hundred has been reported where pupils have been even temporarily withdrawn because of nervous tendencies, either in the Normal School or the Model schools. Yet there is activity everywhere, and many students and many children carry more recitations and do more hours of work than are prescribed. It should be added that this is made possible by the large element of industrial work that relieves greatly the strain of study, although it increases the number of hours. This voluntary work begins at eight o'clock every morning, and lasts until an hour after school closes, and occupies a part of Saturday. Altogether, this zeal grows with each year, and that is shared by pupils and instructors alike.

A STATEMENT CONCERNING THE MODEL SCHOOLS, AT THE NORMAL SCHOOL, NEW BRITAIN, CONNECTICUT.

I. *The Kindergarten*.—Children are received into the Kindergarten at three years of age. From the time a child is three until he is six years old, more can be done to promote his physical, intellectual, and moral well-being, than in any other corresponding period of his history:

First: In a good Kindergarten a young child learns something about his fellows. He comes to know his own rights, and to respect the rights of others. He learns to work and to play, and play is the chief business of childhood. He learns how to carry



KINDERGARTEN, NEW BRITAIN.

himself, and loses the self-consciousness that gives rise to youthful awkwardness.

Second: In a Kindergarten the senses are brought into constant use, and the learner receives three years of industrial training, and acquires the power of continued application. He sees, and hears, and enjoys many things to which other children are utter strangers. His wits are quickened, and he will ever after move faster and go further in all forms of intellectual life than his competitors of equal natural endowment.

Third: Such a training fixes the tastes and practically establishes the character of every child that comes under its influence.

In making these statements, it is assumed that children enter the Kindergarten at three years of age. The Kindergarten is based on the familiar principle that any habit or tendency is, for the most part, the result of repetition or practice, and that all desirable habits are best formed at a very early age. We shall affirm, without reserve, that this theory is fully established by what may be seen daily in the Kindergarten at New Britain. The children here instructed love their work as well as their play. They can talk and listen. They stand and walk gracefully. They run, dance, and sing. They sew and weave, paint in water colors, know common plants and their habits, and understand the familiar principles of Physics and Chemistry. They invent and build, and know the use of tools. In all this there is nothing remarkable except the fact that the teachers carefully study the tendencies and possibilities of children, and give nature a fair chance. The important element in a good Kindergarten training is the individual attention that each child receives, and the personal freedom that each child attains. One Kindergarten can teach about twelve to fifteen small children.

An examination of these programmes will show that the following named subjects are almost continuously pursued by children from the time they are four till they are sixteen years of age:

Natural Science,
Industrial Work,
Literature,
History,
Drawing and Geometry.

(For full scheme of Secondary classes, see page 151 and following.)

Oral reading, Grammar, Geography, Arithmetic, Spelling, and Writing may be thoroughly mastered in even less time than is assigned to them in the scheme given. On the list given above depends very largely the intelligence of the child, while most of the other so-called common school subjects indicate but reflex performances that serve only as a means to an end. The child that has been three years in the Kindergarten does more than two years of grade work between the ages of six and seven. At eight he has mastered the ground rules of Arithmetic, and the oral work of common fractions. At eight he has mastered oral reading, so far as facility and natural expression are concerned. At twelve he has absorbed all the so-called common school studies, exclusive of technical grammar and useless arithmetic; has read much literature and history, and is familiar with the phenomena of the natural world. Children have a cheerful and almost an affectionate interest in all the work of the school, and a nervous or irritable child is hardly to be found.

The pupil never sees a regulation reading book, and text-books are seldom used in grade work, except for reference. The meagre amount of information they contain, or of repetition they afford, cannot insure anything that approaches digested knowledge. Investigation, conversation, and written statement are the order of learning.

As a result of such a system, we find the average child three years in advance of those who have not had such an industrial or sense training as is sketched above, and he has three years more of active intellectual existence before him.

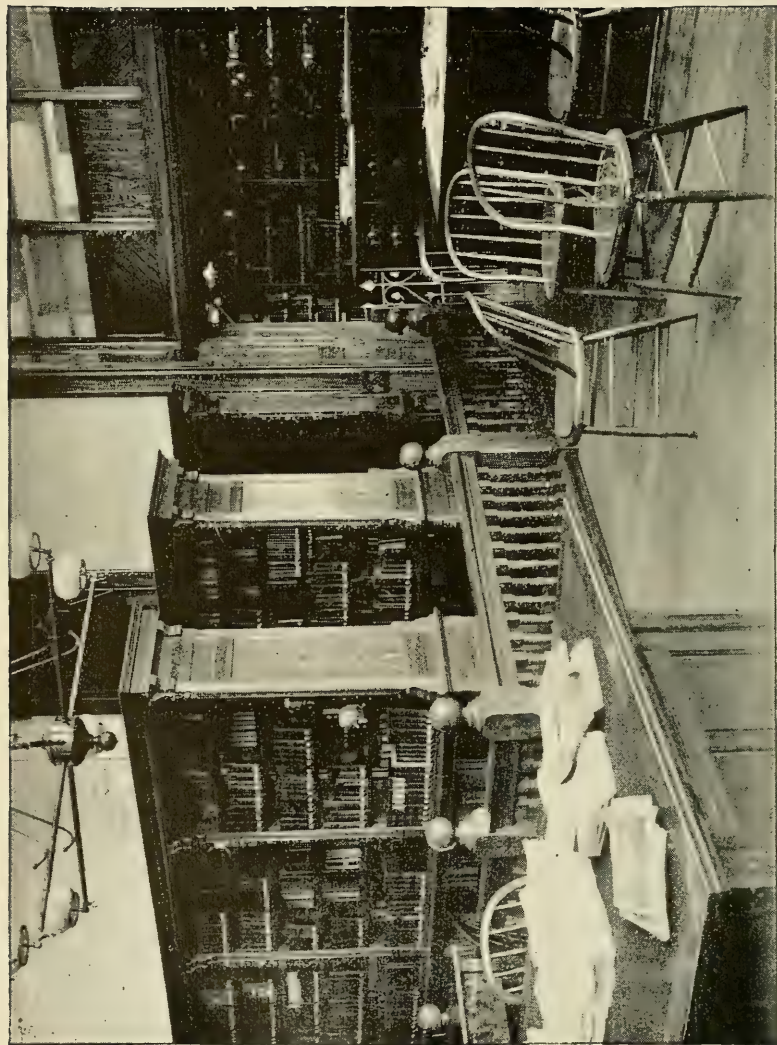
As a further result of this training, the child is not stupefied and benumbed by words memorized, but insists on making independent judgments. He retains his simplicity of manner, and can look his teacher and the world squarely in the face.

Finally, the best result is found in the clean moral condition that such influences, anywhere, tend to produce. Children who have been held faithfully to the use of their senses in the pursuit of elementary knowledge, who have made good use of their hands during all their school life, who read the best literature as a matter of habit, are quite safe from idleness and vice, and are already living.

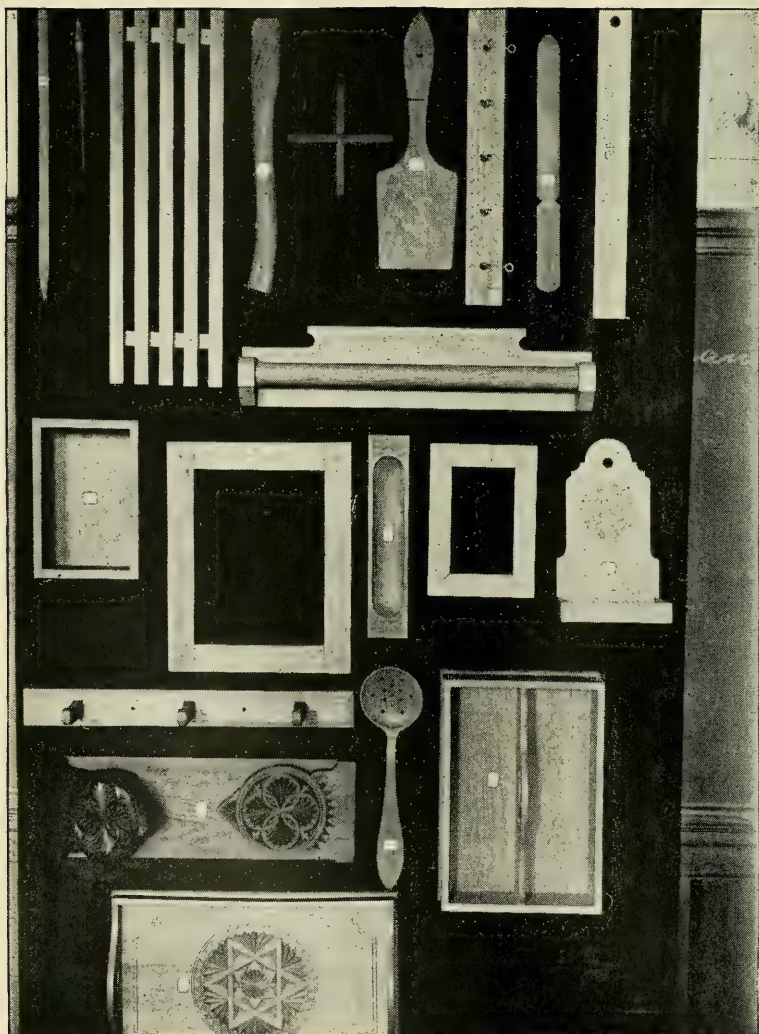
The industrial work is changed at the end of the year, or half year. In at least two varieties, a given class is expected to have exercises daily, and in other lines one hour each week. From re-



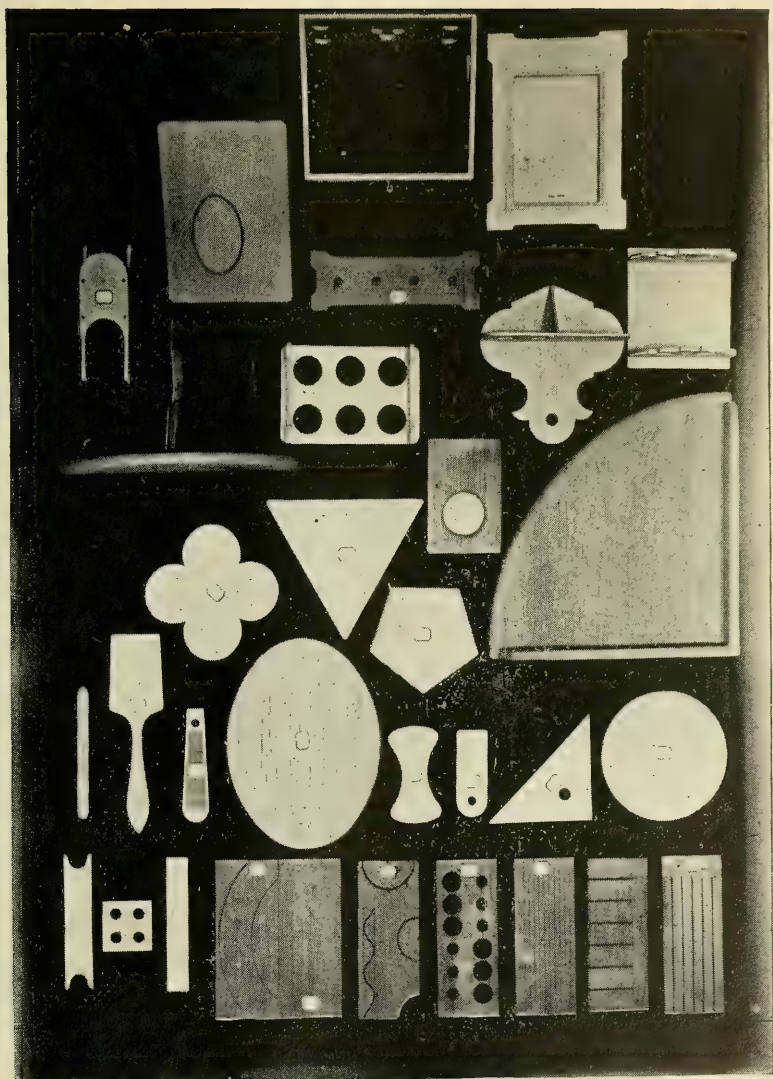
GYMNASIUM, NEW BRITAIN.



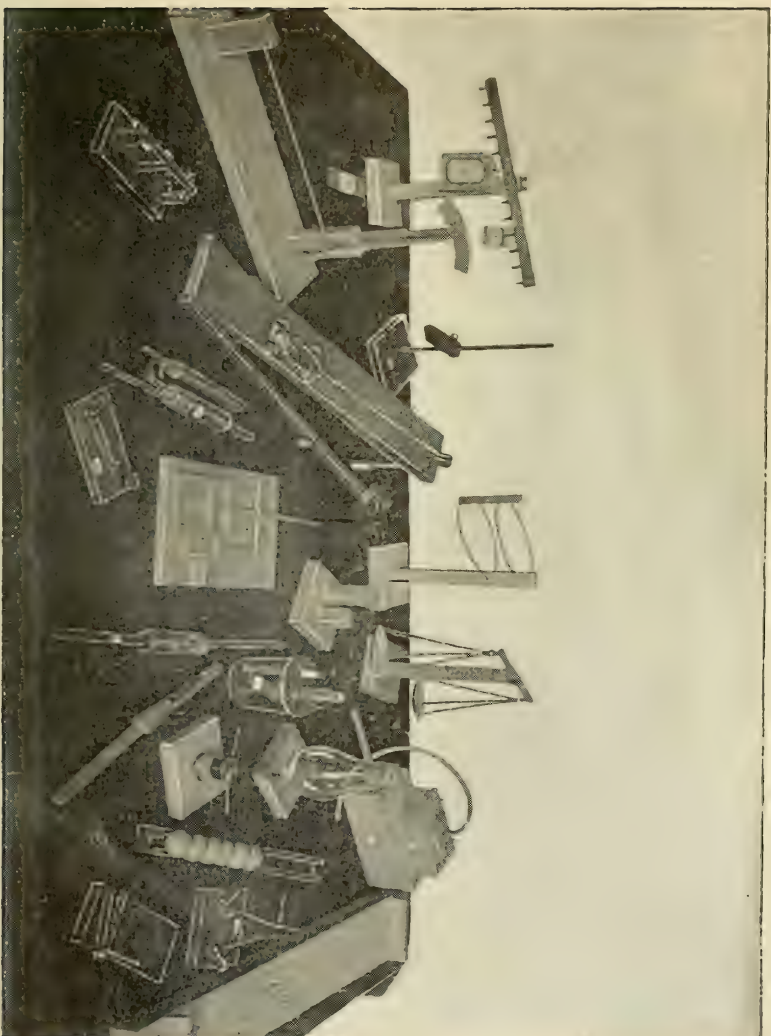
LIBRARY, NEW BRITAIN.



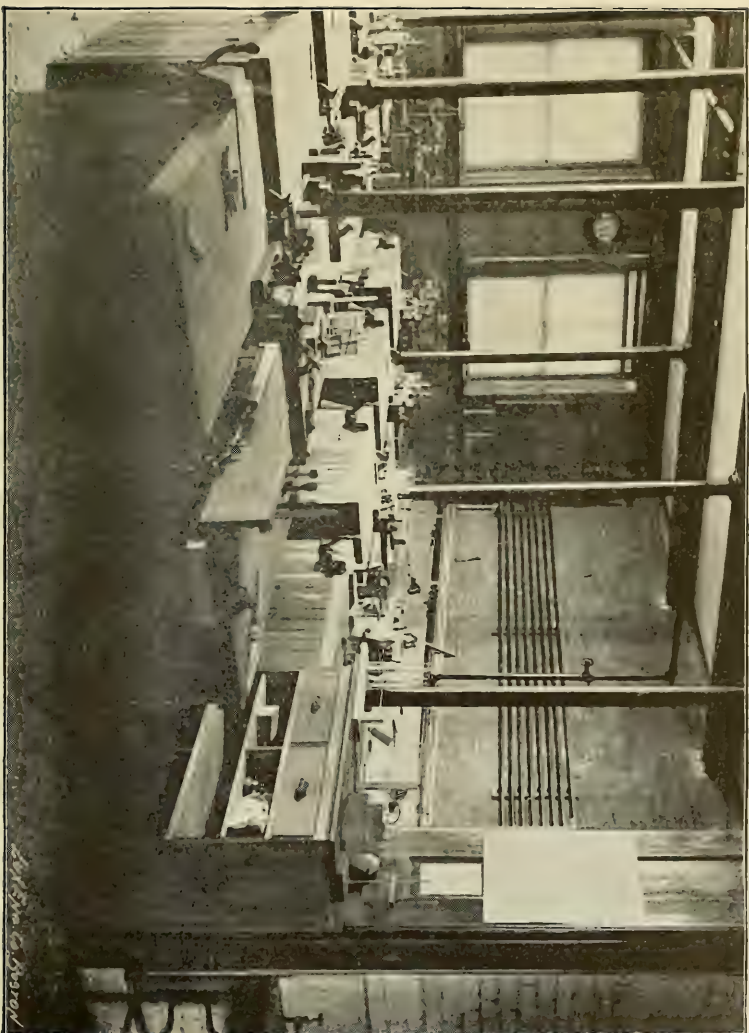
SLOYD, NEW BRITAIN.



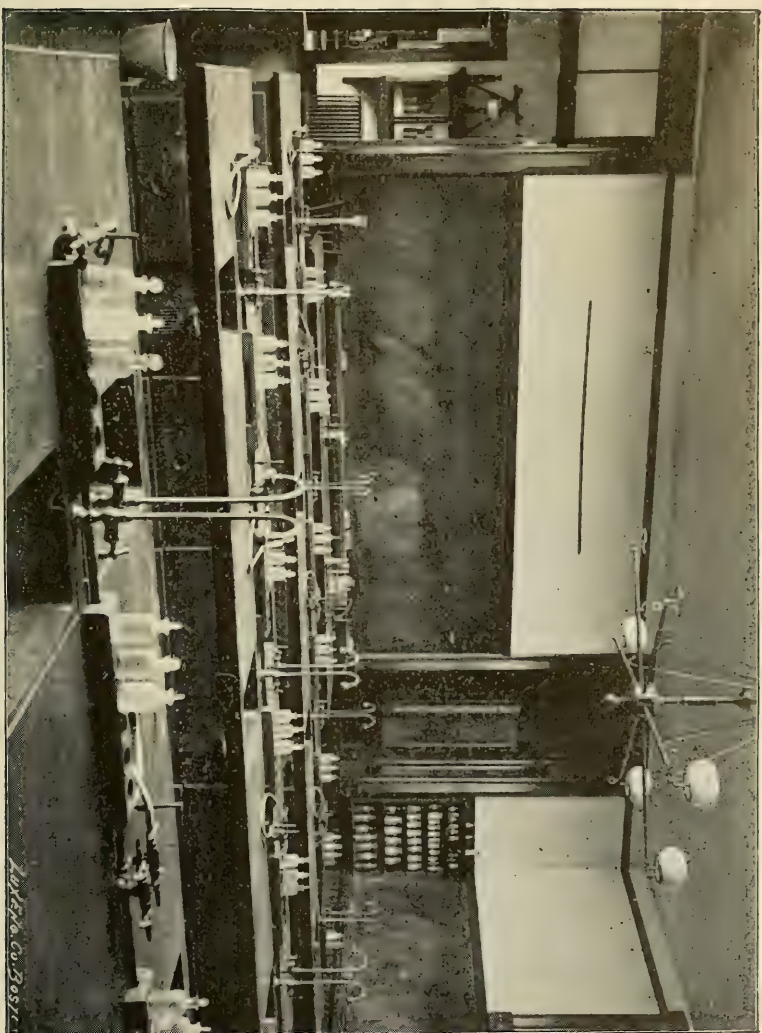
SLOYD, NEW BRITAIN.



APPARATUS, NEW BRITAIN.



WORKSHOP, NEW BRITAIN.



LABORATORY, NEW BRITAIN.

sults already obtained, we are certain that pupils accomplish more in the so-called common school branches, if one-third of the time is given to industrial work. Under the head of industrial work are here classed exercises in Drawing, Modeling, Painting, Physical Training, Slöjd, and Kindergarten.

II. *Course of Study.*—The Secondary School :

Mechanical Drawing,	.	.	.	.	One course.
Modeling,	.	.	.	.	One course.
Slöjd,	.	.	.	.	One course.
Physical Training,	.	.	.	.	Two courses,
Military Drill,	.	.	.	.	Four courses.
Physics,	.	.	.	.	Two courses.
Physical Geography,	.	.	.	.	One-half course.
Chemistry,	.	.	.	.	Two courses.
Biology,	.	.	.	.	One course.
Physiology,	.	.	.	.	One-half course.
Botany,	.	.	.	.	One-half course.
Geology,	.	.	.	.	One-half course.
Writing,	.	.	.	.	One course.
Arithmetic,	.	.	.	.	One course.
Bookkeeping,	.	.	.	.	One course.
Singing,	.	.	.	.	Two courses.
Civil Government,	.	.	.	.	One course.
Literature,	.	.	.	.	Three courses.
History,	.	.	.	.	Three courses.
Algebra,	.	.	.	.	One and one-half courses.
Geometry,	.	.	.	.	One and one-half courses.
French,	.	.	.	.	Three courses.
German,	.	.	.	.	Three courses.
Latin,	.	.	.	.	Four courses.
Greek,	.	.	.	.	Three courses.

Forty courses are proposed in this scheme. Each one of these courses represents one recitation, daily, for one year. Pupils may select from these courses, such selection being subject to revision by the teachers. A class will be organized in a given subject, on condition that a given number elect this subject. A certain order must be observed, where such an order is demanded by the nature of the subjects; for example, Chemistry should precede Biology, Physiology, and Botany. By such an arrangement, students are assured the largest possible freedom in determining what subjects they will pursue, and may make specialties of Literature, Manual Training, Natural Science, or Art. A regular or prescribed course is necessarily arranged for those who intend to enter college. A business course is also laid out for those who prefer that the teachers

should determine the programme to be pursued. Any course completed in the Secondary School will be placed to the credit of the student who may afterwards enter the Normal School department. New classes will be organized at stated times, usually at the beginning of the year.

NOTE.—There is no course of study marked out by years or grades. Topics are selected under the various subjects, and to some extent they are arranged in order for the guidance of teachers. In many cases, as in History and Literature, these topics are representative, and are subject to frequent modification and revision.

Gratefully acknowledging the faithful and effective interest taken in the school by the State Board of Education, I remain,

Very respectfully,

C. F. CARROLL.

Willimantic.—Below will be found the Report of Mr. A. B. Morrill, principal of the school of Willimantic:

Mr. CHARLES D. HINE,

Secretary Connecticut State Board of Education.

SIR:—The second report of the Connecticut Normal-Training School at Willimantic is herewith respectfully submitted.

The second year of the school commenced September 2, 1890. The register of the school included:

Seniors,	.	.	.	.	24
Juniors,	.	.	.	.	44
Special Students,	.	.	.	.	2
					<hr/>
Total,	.	.	.	.	70

The location of the school has been continued in the rooms of the building, corner of Main and Bank streets. The school began to feel the limitation of the rooms, but the anticipation of a new building made it advisable to get along as well as possible without much change.

The teachers of the preceding year continued in the Normal Department. Miss Emeline A. Dunn began work as teacher of Drawing; Miss Catherine J. Coolidge, as teacher of Cooking; Mr. Jeremiah C. Bill, as teacher of Carpentry.

The course of study as prescribed at the opening of the school has been carefully watched with view to improvement. The

needs of pupils coming with insufficient preparation require constant vigilance. The aim of the work has been to provide for deficiencies of former education, and at the same time to prepare pupils for the Training Department. It should be recognized that the school is obliged to receive those whose educational opportunities have been inadequate. Therefore our course of study cannot insist too strenuously upon a preparation that most of our common schools do not give. We must accept the situation for the present and try to make up, to a certain extent, for the poor education of many willing and capable pupils.

The schools of the first district of the town of Windham were taken as model schools, September 2, 1890, in accordance with the provision of the Special Acts, 1889, No. 465, page 1333. These schools comprise a kindergarten and eight grades. They are located in three wooden buildings near the site of the proposed Normal School building. They are fair examples of schools in different parts of the State where the citizens take more than average interest in providing for the needs of good schools. The children come from different classes of the population of a manufacturing town. They are not selected, but exhibit the miscellaneous nature of the common school. The teachers were carefully selected after searching through many of the best localities of New England. The aim has been to secure persons of culture and intelligence who have zealously studied the art of teaching. No special method has been insisted upon. The work calls for a definite purpose, a studious industry, and ambition to improve with experience. The teachers of the Model Schools must illustrate good teaching and must be able to point out what is accomplished by their work. This involves the question,—How can the needs of every pupil in school be cared for so that not a minute of school time shall be allowed to pass without an occupation that is profitable?

Following is a list of the teachers in the Model Schools for the year beginning September 2, 1890.

FREDERICK A. VERPLANCK,	.	.	.	.	Grade VIII.
EDITH W. TODD,	.	.	.	.	" VII.
GRACE L. BELL,	.	.	.	.	" VI.
JULIA H. WOHLFARTH,	.	.	.	.	" V.
HARRIET M. STONE,	.	.	.	.	" IV.
BERTHA M. ADAMS,	.	.	.	.	" III.
CHARLOTTE M. KING,	.	.	.	.	" II.
LAURA L. BOICE,	.	.	.	.	" I.

FANNIBELLE CURTIS,	.	.	.	.	.	Kindergarten.
FLORENCE J. PIERCE,	.	.	.	.	.	"
LILLIAN M. COWLES,	.	.	.	.	.	"
EMELINE A. DUNN,	.	.	.	.	.	Drawing and Modeling.
CATHERINE J. COOLIDGE,	.	.	.	.	.	Cooking.
JEREMIAH C. BILL,	.	.	.	.	.	Woodwork.

A cooking school for the girls and a carpenter shop for the boys were opened February 6, 1891. One-half a day a week has been devoted to these branches in each of the four upper grades. The work has been successful and has proved a valuable supplement to the rest of the course.

The first class of twenty-two young ladies graduated from the school June 24, 1891. The program consisted of teaching exercises in the Model Schools in the morning, and an address and presentation of the diplomas at the Opera House in the afternoon.

Following are the programs for the day :

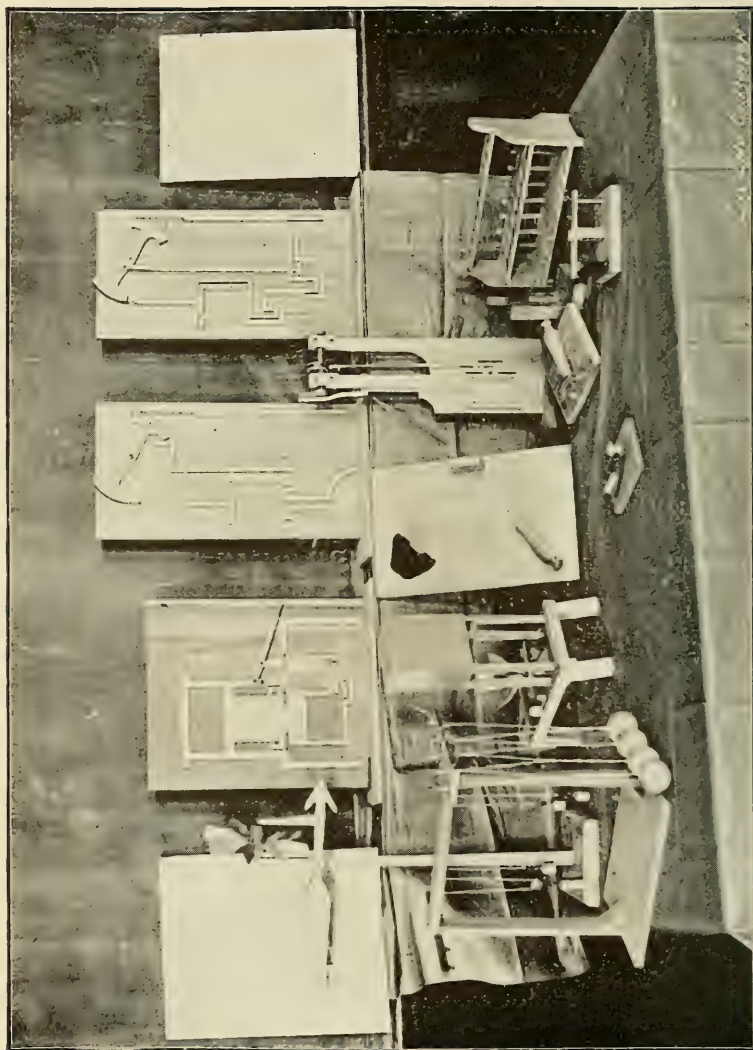
PROGRAM OF GRADUATING EXERCISES.

Wednesday Afternoon, June 24, 1891.

OVERTURE,	.	.	.	.	.	Severn's Orchestra
PRAYER,	.	.	.	.	.	Rev. C. A. Dinsmore
ORATION,	.	.	.	.	.	Samuel Eliot, LL.D., Boston
GAVOTTE,	.	.	.	.	.	Severn's Orchestra
PRESENTATION OF DIPLOMAS,	.	.	.	.	.	Secretary C. D. Hine
SONG—America,	.	.	.	.	.	Orchestra and Audience

Members of the Graduating Class.

ANTHONY, NELLIE B.,	.	.	.	.	.	Scotland
ARMSTRONG, SARAH M.,	.	.	.	.	.	Lebanon
BARTON, LUCIE D.,	.	.	.	.	.	East Hampton
BECKWITH, LOTTIE A.,	.	.	.	.	.	Willimantic
BRIGDEN, LUCILLA P.,	.	.	.	.	.	Norwich
CARPENTER, M. CARABELLE,	.	.	.	.	.	Willimantic
DAMON, EDITH M.,	.	.	.	.	.	Willimantic
FRINK, CORNELIA F.,	.	.	.	.	.	Preston
FULLER, ALICE H.,	.	.	.	.	.	Scotland
GARD, EDITH A.,	.	.	.	.	.	New London
GREEN, CARRIE M.,	.	.	.	.	.	Plainfield
HOLMES, MARRIANNE E.,	.	.	.	.	.	New London
HULL, EMMA L.,	.	.	.	.	.	Liberty Hill
JOHNSON, CARRIE A.,	.	.	.	.	.	Bolton
LANDON, KATE H.,	.	.	.	.	.	Norwich
MCCOY, NELLIE J.,	.	.	.	.	.	South Woodstock.



WOODWORK, WILLIMANTIC.



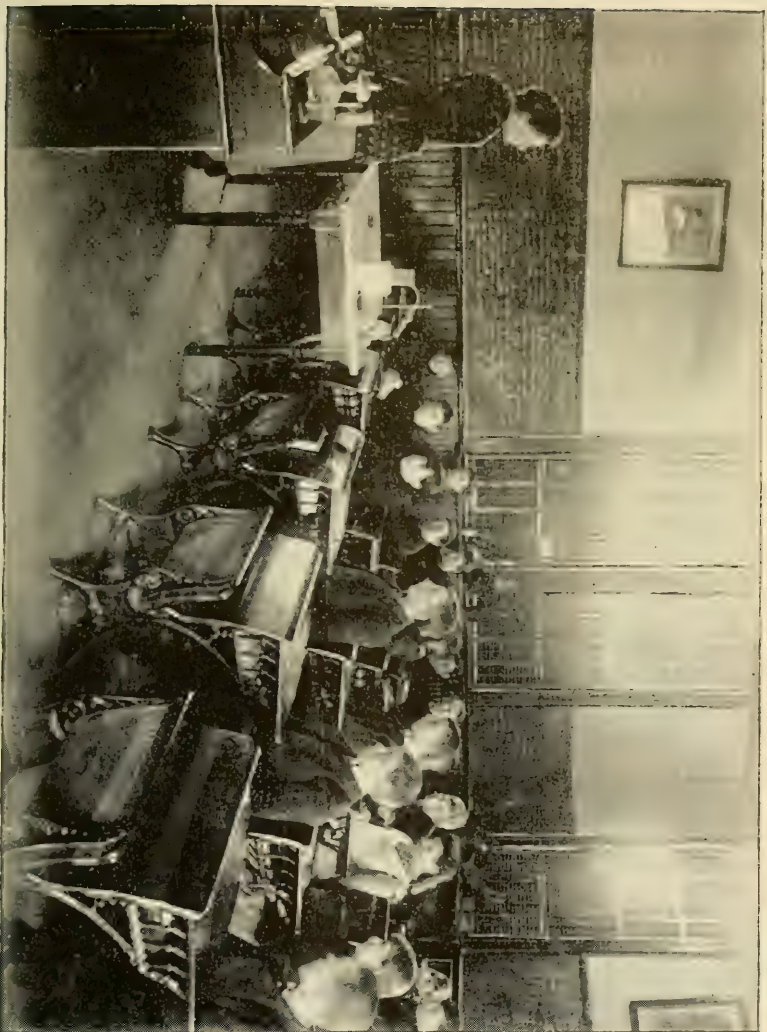
WORKSHOP, WILLIMANTIC.



KINDERGARTEN, WILLIMANTIC.



KINDERGARTEN, WILLIMANTIC.



MODEL GRAMMAR SCHOOL, WILLIAMSTOWN. Science Lesson.

MITCHELL, ELIZABETH	Willimantic
NEWELL, EDNA A.,	South Coventry
ROBINSON, ANNIE M.,	Colchester
SPENCER, FLORENCE M.,	Willimantic
WALSH, MARY A.,	East Hampton
WOOD, ISABELLA S.,	Gurleyville

PROGRAM OF EXERCISES IN THE MODEL SCHOOLS.

June 24, 1891.

KINDERGARTEN.

FANNIEBELLE CURTIS, FLORENCE J. PIERCE, LILLIAN M. COWLES,
Teachers.

9.00	OPENING EXERCISES.	
9.20-9.50	MARCHING AND GAMES.	
9.50	A CLASS—FIFTH GIFT, FORM AND NUMBER,	Miss Curtis
	B CLASS—WEAVING,	Miss Pierce
	C CLASS—PAPER-FOLDING,	Miss Curtis
	D CLASS—COLOR,	Miss Cowles
10.30	GYMNASTICS,	Miss Curtis
11.00	CLOSING EXERCISES.	

GRADE I.

LAURA L. BOICE, Teacher.

9.00	OPENING EXERCISES.	
9.15	C READING,	Miss Green
9.25	FORM CLASS	Miss Boice
9.35	D READING,	Miss Boice
9.45	PLANT USES,	Miss Barton
10.05	A AND B NUMBER,	Miss Fuller
10.25	SINGING.	
10.30	RECESS.	
10.45	SCIENCE,	Miss Mitchell
11.10	TONIC SOL FA,	Miss Boice
11.20	PHYSIOLOGY,	Miss Boice

GRADE II.

CHARLOTTE KING, Teacher.

9.00-9.15	OPENING EXERCISES.	
9.15-9.40	PHYSIOLOGY,	Miss Landon
9.40-10.00	NUMBER,	Miss Hull
10.00-10.05	GYMNASTICS,	Miss Gard
10.05-10.30	LITERATURE.	
10.30-10.45	RECESS.	
10.45-11.05	SCIENCE—EXPANSION OF SOLIDS.	
11.05-11.30	READING,	Miss Gard

GRADE III.

BERTHA M. ADAMS, Teacher.

9.00	OPENING EXERCISES.					
9.20	LITERATURE—HIAWATHA,					Miss McCoy
9.45	NUMBER,					Miss Armstrong
10.10	READING,					Miss Adams
10.30	RECESS.					
10.45	SINGING,					Miss Adams
11.10	SCIENCE—HEAT,					Miss Holmes
11.30	INVENTIONAL GEOMETRY,					Miss Adams

GRADE IV.

HARRIET M. STONE, Teacher.

9.00	OPENING EXERCISES.					
9.15	GEOGRAPHY,					Miss Beckwith
9.40	READING,					Miss Stone
10.05	HISTORY,					Miss Stone
10.35	RECESS.					
10.45	CONCERT RECITATION.					
10.50	SCIENCE—RUSTING, CAUSE, ETC.,					Miss Newell
11.15	NUMBER,					Miss Walsh
11.30	MOTION SONG.					
11.35	LITERATURE—EVANGELINE,					Miss Stone

GRADE V.

JULIA H. WOHLFARTH, Teacher.

9.00	OPENING EXERCISES.					
9.15	MUSIC,					Miss Wohlfarth
9.35	SCIENCE—COMPARISON OF GASES,					Miss Johnson
10.05	GEOGRAPHY,					Miss Wood
10.30	RECESS.					
10.45	ARITHMETIC,					Miss Wohlfarth
11.05	SCIENCE—AIR PRESSURE,					Miss Brigden

GRADE VI.

GRACE L. BELL, Teacher.

9.00	OPENING EXERCISES.					
9.15	ARITHMETIC,					Miss Bell
9.40	SCIENCE—PREPARATION OF STARCH,					Miss Carpenter
10.45	MUSIC,					Miss Damon
10.30	RECESS.					
10.05	SCIENCE—STEAM ENGINE,					Miss Frink
11.10	PHYSICAL EXERCISES.					
11.25	GEOGRAPHY—OCEAN CURRENTS,					Miss Bell

NORMAL SCHOOLS.

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GRADE VII.

EDITH W. TODD, Teacher.

9.00	OPENING EXERCISES.	
9.20	ARITHMETIC,	Miss Robinson
9.50	GYMNASTICS.	
10.00	SCIENCE — PENDULUM,	Miss Anthony
10.30	RECESS.	
10.45	HISTORY — KANSAS-NEBRASKA ACT,	Miss Spencer
11.15	LANGUAGE DRILL.	
11.30	BOTANY,	Miss Todd

GRADE VIII.

FREDERICK A. VERPLANCK, Teacher.

9.15-11.30 WORK IN MANUAL TRAINING.

COOKING SCHOOL.

CATHERINE COOLIDGE, Teacher.

9.15	INTRODUCTION.
9.40	STEAMED BROWN BREAD.
10.10	{ CREAMED POTATOES.
	{ LYONNAISE POTATOES.
10.40	OME
10.55	REVIEW.
11.20	CLEANING.
11.45	DISMISSION.

WORKSHOP.

JEREMIAH C. BILL, Teacher.

9.15-11.45 MAKING PULLEY AND LEVER MACHINE.

A. B. MORRILL.

INDUSTRIAL SCHOOL.—MIDDLETOWN.

	1888.	1889.	1890.	1891.	1892.
Enumeration,	213	126	177	94	116
Total Registration,	336	217	286	346	277
Average Attendance,	197.1	200.5	176.6	207	205.9

SCHOOLHOUSES AND LIBRARIES.

Summary of Statistics, 1890-91.

Number of new schoolhouses built in the year,	20
Number of schoolhouses in the State,	1,650
Number of schoolhouses reported in poor condition,	147
Decrease for the year,	1
Number of schools having libraries,	383
Number of books in school libraries,	66,903
Number of districts drawing State money during the year,	294
Total amount of library money paid to districts in the fiscal year,	\$4,885.00
Number of public libraries reported,	97
Number of sittings in public schools,	134,658

The following table exhibits the amounts paid by the State to the districts for libraries and apparatus :

Report of Year.	Amount.
1857,	\$760.00
1858,	2,240.00
1859,	2,100.00
1860,	1,160.00
1861,	730.00
1862,	435.00
1863,	490.00
1864,	530.00
1865,	405.00
1866,	590.00
1867,	515.00
1868,	865.00
1869,	1,730.00
1870,	1,960.00
1871,	2,385.00
1872,	2,345.74
1873,	2,955.00
1874,	3,340.00
1875,	2,450.00
1876,	2,900.00
1877,	2,270.00
1878,	2,975.00
1879,	3,190.00
1880,	3,040.00
1881,	3,005.00
1882,	4,255.00
1883,	3,470.00
1884,	3,090.00
1885,	3,025.00
1886,	3,300.00
1887,	3,525.00
1888,	5,000.00
1889,	3,835.00
1890,	5,800.00
1891,	4,405.00
1892,	4,885.00
	<hr/>
	\$90,045.74

The following table shows the amounts expended by the districts for libraries and apparatus in the years 1866—1892 :

Report of Year.	Amount Expended in State.	No. of Districts drawing State Money.	No. of District Libraries Re- ported.	No. of Books.	No. of Public Libraries.
1866, . . .	{ \$635.00 1,242.12 }	94	...	.....	..
1867, . . .	1,580.71	..	...	.....	..
1868, . . .	2,802.93	80	...	.....	..
1869, . . .	3,898.87	117	...	.....	..
1870, . . .	5,226.64	128	...	.....	..
1871, . . .	8,065.20	139	...	.....	..
1872, . . .	7,458.97	161	...	.....	..
1873, . . .	7,945.80	204	...	.....	..
1874, . . .	8,095.73	183	...	.....	..
1875, . . .	7,668.82	169	...	.....	..
1876, . . .	8,262.15	154	...	.....	..
1877, . . .	7,448.72	132	...	.....	..
1878, . . .	9,543.96	178	...	.....	..
1879, . . .	7,643.14	167	...	.....	..
1880, . . .	7,412.54	195	...	.....	..
1881, . . .	9,446.50	221	...	.....	..
1882, . . .	9,476.98	221	...	.....	..
1883, . . .	12,552.57	188	...	.....	..
1884, . . .	14,968.52	165	240	.....	64
1885, . . .	13,672.72	195	219	28,035	66
1886, . . .	11,535.05	185	262	.....	75
1887, . . .	11,061.74	203	290	43,873	74
1888, . . .	13,192.42	287	322	47,907	82
1889, . . .	11,333.72	242	377	56,819	97
1890, . . .	15,331.20	312	380	57,786	94
1891, . . .	16,443.14	267	364	61,446	92
1892, . . .	15,121.33	294	383	66,903	97
Total, . .	\$249,067.19	...	...	.....	..

The following are the sections of the General Statutes School library law. relating to the State grant for libraries and apparatus :

SECTION 2218. The Treasurer of the State, upon the order of the Secretary of the State Board of Education, shall pay ten dollars to every school district, and to every town maintaining a high school, which shall raise by tax or otherwise a like sum for the same purpose, to establish within such district, or for the use of such high school, a school library composed of books of reference, and other books to be used in connection with school work, and to procure maps, globes, or any proper philosophical and chemical apparatus; and the further sum of five dollars annually, upon a like order to every such district or town which has raised a like sum for the current year for maintaining or replenishing such library or apparatus. And if the number of scholars in actual attendance in any such district or high school exceeds one hundred, the

Treasurer shall pay ten dollars in the first instance, and five dollars annually thereafter, for every one hundred or fractional part of a hundred scholars in excess of the first hundred. The expense incurred by any district in accordance with the provisions of this section may be reckoned among its incidental expenses, and be defrayed in the manner provided in this title for such incidental expenses.

SEC. 2219. The selection of all books and apparatus to be purchased shall be made or approved by the board of school visitors; which shall also prescribe the rules for their management, use, and safe keeping.

SEC. 2220. The State Board of Education shall keep an account of the money drawn and paid out for school libraries and philosophical apparatus pursuant to this chapter, and the Comptroller shall annually audit such account.

CHAPTER XVII.—(Public Acts, 1889.)

The joint board of selectmen and school visitors in each town shall have power to appropriate money for the purchase of books and apparatus to be used in the public schools of the town. The money thus appropriated shall be expended by a committee on libraries and apparatus, which shall be annually appointed by the school visitors, to whom the Treasurer of the town shall pay such money upon the written order of such committee. The Treasurer of the State, upon the order of the Secretary of the State Board of Education, shall annually pay the said committee five dollars for every public school within said town, and if the number of scholars in any public school within the town exceeds one hundred, the Treasurer shall annually pay to said committee five dollars for every one hundred scholars and fractional part of one hundred scholars in actual attendance at such school; *provided, however*, that no greater amount shall be paid to such committee by the State than is paid during the same year by the town for the same purpose; *and provided further*, that any amount paid by the State under section 2218, of the general statutes, to any district or for any high school within said town shall be deducted from the amount payable under this act. The books and apparatus purchased under the provisions of this act shall be and remain the property of the town, and under the care and control of the said committee on libraries and apparatus.

SEC. 2202. Every such town shall be entitled to receive from the State, annually, and upon the conditions prescribed for school districts, for the purposes of school libraries, a sum not exceeding the aggregate amount which the former districts of said town might have received in like circumstances.

SEC. 2155. Every school district shall be a body corporate, and shall have power . . . to establish and maintain a school library.

SEC. 2135. Each board of school visitors . . . shall make proper rules for the arrangement, use, and safe-keeping of the district and high school libraries provided in part by the State and approve the books selected therefor.

The following are the sections of the General Statutes relating to the organization and management of public libraries supported wholly or in part by taxation : Public library law.

SEC. 143. Any town, borough, or city may establish and maintain a public library therein, and may maintain any public library heretofore established therein, for the use of its inhabitants, and may provide suitable rooms therefor under such regulations as may from time to time be prescribed by such town, borough, or city.

SEC. 144. Any town, borough, or city may appropriate not exceeding one dollar for each of its taxable polls in the year next preceding that in which such appropriation is made, for the foundation of any public library therein, and for suitable buildings or rooms therefor ; and may also appropriate annually for its maintenance and increase, or for the maintenance and increase of any free public library established therein for the use of its inhabitants, not exceeding fifty cents for each of its taxable polls, in the year next preceding ; and may receive, hold, and manage any device, bequest, or donation for the establishment, increase or maintenance of a public library within the same.

SEC. 145. The city council of any city shall have power to establish and maintain a public library and reading-room, together with such kindred apartments and facilities as said council shall approve, for the use and benefit of such city, and may levy a tax not to exceed one mill and one-half of a mill on the dollar annually on all the taxable property of the city ; such tax to be levied and collected in the same manner as the other taxes of said city, and to be known as the " Library Fund."

SEC. 146. When any city council shall have decided to establish and maintain a public library and reading-room under the authority granted by the preceding section, the mayor of such city shall, with the approval of said council, appoint a board of nine directors for the same, chosen from the citizens at large, with reference to their fitness for such office ; and not more than one member of the city council shall be a member of said board. Said directors shall hold office, one-third for one year, one-third for two years, and one-third for three years, from the first day of July following their appointment, and at their first regular meeting shall cast lots for the respective terms ; and annually thereafter the mayor shall, before the first day of July, appoint as before three directors, to take the place of the retiring directors, who shall hold office for three years and until their successors are appointed. The mayor may, with the consent of the city council, remove any director for misconduct or neglect of duty. Vacancies in the board of directors, occasioned by removal, resignation, or otherwise, shall be reported to the city council, and be filled in the same manner as original appointments.

SEC. 147. Said directors shall, immediately after their appointment, meet, and organize by the election of one of their number as president, and by the election of such other officers as they may deem necessary. They shall make and adopt such by-laws, rules, and regulations, not

inconsistent with the laws of the State, for their own guidance and for the government of the library and reading-room as may be expedient. They shall have the exclusive control of the expenditure of all moneys collected to the credit of the library fund, and of the construction of any library building, and of the supervision, care, and custody of the grounds, rooms, or buildings constructed, leased, given, or set apart for that purpose ; *provided*, that all moneys collected and received for such purpose shall be placed in the treasury of said city, to the credit of the " Library Fund," and shall be kept separate from other moneys of the city, and shall be drawn upon by the proper officers of said city, upon the properly authenticated vouchers of said directors. Said board shall have power to purchase, lease, or accept grounds, to erect, lease, or occupy an appropriate building or buildings for the use of said library ; to appoint a person of suitable learning, ability, and experience as librarian, and all necessary assistants, and fix their compensation, to remove such appointees ; and shall in general carry out the spirit and intent of the law, in establishing and maintaining a public library and reading-room, together with such kindred apartments and facilities as said council shall approve.

SEC. 148. Every library and reading-room, established under the authority granted by section 145, shall be forever free to the use of the inhabitants of the city where located, always subject to such reasonable rules and regulations as the board of directors may adopt, in order to render the use of said library and reading-room of the greatest benefit to the greatest number ; and said board may exclude from the use of said library and reading-room any and all persons who shall wilfully violate such rules. And said board may extend the privileges and use of such library and reading-room to persons residing outside of such city in this State, upon such terms and conditions as said board may from time to time prescribe.

SEC. 149. The said board of directors shall make, on or before the second Monday in June, an annual report to the city council, stating the condition of their trust on the first day of June of that year, the various sums of money received from the library fund and other sources, and how much moneys have been expended, and for what purposes ; the number of books and periodicals on hand ; the number added by purchase, gift, or otherwise, during the year ; the number lost or missing ; the number of visitors attending ; the number of books loaned out, and the general character of such books ; with such other statistics, information, and suggestions as they may deem of general interest. All such portions of said report as relate to the receipt and expenditure of money, as well as the number of books on hand, books lost or missing, and books purchased, shall be verified by affidavit.

SEC. 150. The city council of said city shall have power to pass ordinances imposing suitable penalties for the punishment of persons committing injury upon such library, or the grounds or other property thereof, and for injury to, or failure to return, any book belonging to such library. It shall be the duty of every librarian or board of directors, having charge

or control of such library or property, to post up in one or more conspicuous places connected therewith a printed copy of this section. And justices of the peace, or city or police courts, in their respective counties, shall have jurisdiction to hear, try,^a and determine all prosecutions under this section.

SEC. 151. Any person desiring to make donations of money, personal property, or real estate for the benefit of such library, shall have the right to vest the title to such donation in the board of directors of such library, to be held and controlled when accepted by such board according to the terms of the deed, gift, devise, or bequest of such property; and as to such property the said board shall be held to be special trustees.

SEC. 152. When fifty legal voters of any town or borough shall present a petition to the clerk of the town or borough, asking that an annual tax may be levied for the establishment and maintenance of a free public library and reading-room in such town or borough, and shall specify in their petition the rate of taxation, not to exceed three mills on the dollar, such clerk shall, in the next legal notice of the regular annual election in such town or borough, give notice that at such election every legal voter may vote "for a — mill tax for a free public library and reading-room," or "against a — mill tax for a free public library and reading-room," specifying in such notice the rate of taxation mentioned in said petition; and if the majority of all the votes cast in such town or borough shall be "for the tax for a free public library and reading-room," the tax specified in such notice shall be levied and collected in the same manner as other general taxes of said town or borough, and shall be known as the "Library Fund." But such tax may be lessened or increased within the three-mill limit, or made to cease in case the legal voters of any such town or borough shall so determine by major vote at any annual election held therein; and the corporate authorities of such town or borough shall have and may exercise the same powers relative to free public libraries and reading-rooms as are conferred upon the corporate authorities of cities.

SEC. 153. At the next regular election after any town or borough shall have voted to establish and maintain a free public library and reading-room, there shall be elected a library board of six directors, one-third for one year, one-third for two years, and one-third for three years; and annually thereafter there shall be elected two directors, who shall hold their office for three years and until their successors are elected and qualified. Said board shall have the same powers as boards of directors of free public libraries and reading-rooms in cities.

SEC. 154. No director of any free public library and reading-room, established under the provisions of this chapter in any city, town, or borough, shall receive any compensation for any services rendered as such director.

SEC. 155. The Secretary of the State is authorized to send a copy of the laws passed by the General Assembly at each session together with the legislative documents and journals, to each free public library which shall desire them.

SEC. 1428. Every person who shall willfully write upon, injure, or destroy any book, plate, picture, engraving, or statue, belonging to any library not exclusively owned by himself, shall be fined not less than five, nor more than five hundred dollars. ■

SEC. 1428 of the general statutes is hereby amended by adding thereto the following:

Every person, who shall willfully detain any book, paper, magazine, pamphlet, manuscript, or other property belonging to any town, city, law, university, college, school, or other public or incorporated library for thirty days after notice in writing from the librarian of such library, sent by mail or otherwise to the last known or registered place of residence of such person, after the expiration of the time, which by the by-laws, rules, or regulations of such library, such book, paper, magazine, pamphlet, manuscript, or other property may be kept, shall be fined not less than one, nor more than one hundred dollars. The notice herein required shall bear upon its face a copy of this act.

LIBRARY STATISTICS.

The following are facts relating to libraries :

These libraries are not free public libraries except where this is specially indicated.

The libraries of Yale College, Trinity College, Wesleyan University, and Hartford Theological Seminary are not included.

For convenience the facts are exhibited in two parts—Table I, pp. 158-161, Table II, pp. 162-169.

TABLE I. — REPORT

TOWN.	NAME OF LIBRARY.	CHARACTER.				VOLUMES.	
		General.	Special.	Free.	Subscription.	Books.	Pamphlets.
Ashford,	Pabcock Library, . . .	Yes.	....	Yes.	....	2,843	....
Avon,	Avon Circulating Library,	....	....	....	Yes.	370	25
Berlin,	Berlin Library Association,	....	....	....	Yes.	2,000	10
Bolton,	Bolton Free Library, .	Yes.	....	....	....	700	Quite a number.
Bridgeport,	Bridgeport Public Library,	Yes.	....	Yes.	....	19,715	....
Bridgeport,	Seaside Institute, . .	Yes.	....	Yes.	....	1,000	....
Bristol,	Y. M. C. A. Library,	Yes.	....	....	Yes.	2,600	150
Chester,	Chester Circulating Library,	Yes.	....	....	....	1,398	....
Clinton,	Morgan School Library,*	....	....	....	....	....	....
Colchester,	Colchester Library, . .	Yes.	....	....	Yes.	2,678	....
Columbia,	Columbia Free Library, .	Yes.	....	Yes.	....	2,500	2,000
Cornwall,	Cornwall Library, . .	Yes.	....	....	Yes.	2,000	....
Coventry,	South Coventry Library, .	Yes.	....	....	Yes.	1,953	....
Coventry,	Porter Library, . . .	Yes.	....	....	Yes.	365	....
Cromwell,	Belden Library, . . .	Yes.	....	....	Yes.	861	12
Danbury,	Danbury Library, . . .	Yes.	....	....	Yes.	9,844	....
Danielsonville,	People's Library, . . .	Yes.	....	....	Yes.	2,540	....
East Haddam,	Moodus Library, . . .	Yes.	....	Yes.	....	3,362	208
East Hartford,	Raymond Library, . . .	Yes.	....	....	Yes.	2,000	50
Easton,	Academy Library, . . .	Yes.	....	Yes.†	....	245	....
Ellington,	Ellington Library, . . .	Yes.	....	....	Yes.	612	....
Fairfield,	Fairfield Memorial, . .	Yes.	....	....	Yes.	1,603	....
Farmington,	Village Library, . . .	Yes.	....	....	Yes.	2,568	161
Franklin,	Pettis Library, . . .	Yes.	....	Yes.	....	576	20
Greenwich,	Greenwich Read. R. & Lib.,	Yes.	....	....	Yes.	4,000	....
Greenwich,	Pemberwick Lib. Asso., .	Yes.	....	Yes.	....	1,541	....
Griswold,	Coit Library, . . .	Yes.	....	....	Yes.	1,300	12
Griswold,	Slater, . . .	Yes.	....	....	Yes.	1,940	15
Groton,	Bill Memorial Library, .	Yes.	....	....	Yes.	2,190	20
Guilford,	Guilford Free Library, .	Yes.	....	Yes.	....	700	....
Haddam,	Haddam Library, . . .	Yes.	....	....	Yes.	1,100	....
Hartford,	Hartford Library Asso., .	Yes.	....	....	Yes.	37,000	§.....
Hartford,	Watkinson Library, . .	....	Yes.†	Yes.	....	43,870	.....
Hebron,	Hebron Library Asso., .	Yes.	....	....	Yes.	419	58
Ledyard,	Bill Library, . . .	Yes.	....	Yes.	....	2,734	....
Litchfield,	Litchfield Cir. Library, .	Yes.	....	....	Yes.	2,600	....
Madison,	Madison Library, . . .	Yes.	....	....	Yes.	670	150
Manchester,	Manchester Free Library,	Yes.	....	Yes.	....	3,302	....
Middletown,	Russell Library, . . .	Yes.	....	Yes.	....	9,454	....
Milford,	Lyceum Library, . . .	Yes.	....	....	Yes.	480	75
Montville,	Raymond Library, . . .	Yes.	....	....	Yes.	1,520	13
Naugatuck,	Howard Whittemore Mem'l,	Yes.	....	Yes.	....	1,840	....
New Britain,	New Britain Institute, .	Yes.	....	....	Yes.	7,600	300
New Britain,	State Normal School, .	....	Yes.	Yes.	....	7,000	500
New Canaan,	New Canaan Library, .	Yes.	....	....	Yes.	1,122	300
New Haven,	Free Public Library, . .	Yes.	....	Yes.	....	16,178	Not counted.
New Haven,	Young Men's Institute, .	Yes.	....	....	Yes.	16,933	....

* Has no statistics. Is used by scholars of Morgan School.

† Reference.

‡ To scholars.

§ Not counted.

|| Several thousand.

OF LIBRARIES — 1891-2.

ADDITIONS.		BOOKS CIRCULATED.		INCOME—HOW DERIVED.	TOWNS.
By Purchase.	By Gift.	Fiction.	Non-Fiction.		
75	....	....	...	\$120.00. Interest of fund.	Ashford.
15	8	99 p.c.	....	\$10.00. Subscriptions, \$1.00 a year, or 5 cents a volume per week.	Avon.
....	....	....	....	Annual membership, \$1.00; Associate members, \$10.00.	Berlin.
....	....	....	Some.	Contributions and entertainments. annual fee.	Bolton.
1,366	214	62 p.c.	....	\$12,006.89. Half mill Tax on Grand List of City.	Bridgeport.
100	....	2,500	1,000	Paid by Warner Bros.	Bridgeport.
52	....	....	....	Subscriptions.	Bristol.
30	3	2/3	....	Fees, dues, and fines.	Chester.
....	....	....	....	.....	Clinton.
148	70	(1)	....	\$350.00. From funds and subscriptions.	Colchester.
40	75	1,400	900	Interest of \$1,500.00, given by Mr. Saxton B. Little; also \$25.00 from town.	Columbia.
75	25	1,200	700	Fund, \$2,000.00, from J. C. Calhoun.	Cornwall.
90	....	....	....	\$182.54. Subscriptions, entertainments, lectures, etc., etc.	Coventry.
....	....	....	....	.....	Coventry.
90	....	450	411	Subscriptions, memberships, and dues.	Cromwell.
517	230	16,465	991	\$3,958.26. From rents, \$3,493.42; subscriptions, \$464.84.	Danbury.
80	14	....	...	Subscriptions.	Danielsonville.
34	66	4,426	1,974	From Directors of Association, and \$100.00 from town.	East Haddam.
100	....	....	....	\$600.00. From library fund left by A. C. Raymond, and subscriptions.	East Hartford.
....	....	65 p.c.	35 p.c.	Entertainments.	Easton.
2	9	Most.	....	Subscriptions and fees.	Ellington.
....	60	....	....	Fund, and \$1.00 annual subscription.	Fairfield.
2	150	1,869	256	Fund, \$3,000.00, and fees.	Farmington.
....	2	....	....	No fund. No income.	Franklin.
....	50	2/3	....	Lectures, entertainments, subscriptions, and donations.	Greenwich.
150	....	1,500	1,000	Paid by Russell, Burchard & Ward.	Greenwich.
150	....	300	200	Fund, \$3,000.00; subscrip., \$1.00 annually.	Griswold.
200	....	500	300	Slater fund.	Griswold.
....	168	1,426	712	\$96.95. Fees and fines.	Groton.
40	....	300	150	Raised by ladies.	Guilford.
30	102	....	....	.....	Haddam.
1,700	100	34,000	10,000	From subscriptions and bequests.	Hartford.
395	131	....	....	Bequests of David Watkinson and Sidney Stanley.	Hartford.
80	30	....	....	Mainly from subscriptions.	Hebron.
35	....	....	....	Fund given by Henry Bill, Esq.	Ledyard.
144	....	3,500	1,000	\$275.00. Memberships, fees, and loans of books.	Litchfield.
....	6	Most.	....	Subscriptions, fines, and gifts.	Madison.
209	....	2,346	2,942	Paid by Cheney Bros.	Manchester.
18	37	14,580	4,408	Fund.	Middletown.
50	....	80 p.c.	....	Subscription, \$1.00 annually; school children, 60 cents.	Milford.
264	....	2/3	....	\$300.00. From interest on fund, and subscription of 50 cents.	Montville.
101	209	7,261	849	\$120.00. Interest of trust funds and fines.	Naugatuck.
402	99	67 p.c.	....	From invested funds of gifts and legacies, and subscriptions.	New Britain.
600	....	....	....	State appropriation.	New Britain.
8	40	400	300	From rent and subscription.	New Caanan.
3,402	420	100,369	28,098	\$13,150.00. \$10,000 from City; \$3,150.00 from Maretts fund	New Haven.
....	....	20,954	14,978	Subscriptions and rents.	New Haven.

(1) Almost entirely fiction which is "standard" and "harmless."

TABLE I.—REPORT OF

TOWN.	NAME OF LIBRARY.	CHARACTER.				VOLUMES.	
		General.	Special.	Free.	Subscription.	Books.	Pamphlets.
New London,	Public Library, . . .	Yes.	....	Yes.	....	8,000	.....
New Milford,	New Milford Library, . .	Yes.	....	....	Yes.	2,325	Not recorded.
Newtown,	Newtown Library, . . .	Yes.	....	....	Yes.	1,400	.....
Norfolk,	Norfolk Library, . . .	Yes.	....	Yes.	....	4,390	Few.
North Canaan,	Douglas Library, . . .	Yes.	....	....	Yes.	2,500	.....
North Haven,	Bradley Library, . . .	Yes.	....	....	Yes.	1,500	.....
Norwalk,	Norwalk Corporation, . .	Yes.	....	....	Yes.	3,500	.....
Norwich,	Otis Library, . . .	Yes.	....	Yes.	....	18,606	.....
Old Lyme,	Old Lyme Public Library,	Yes.	....	Yes.	....	2,500	1,000
Old Saybrook,	Acton Library, . . .	Yes.	....	....	Yes.	6,000	.....
Oxford,	Oxford Library, . . .	Yes.	....	....	Yes.	700	.....
Plainfield,	Wauregan Village,† . .	....	....	....	....	.....	.....
Plainville,	Plainville Library, . .	Yes.	....	....	Yes.	650	.....
Plymouth,	Plymouth Library Asso., .	Yes.	....	....	Yes.	1,150	12
Plymouth,	Terryville Lyceum Library,	Yes.	....	....	Yes.	1,000	.....
Pomfret,	Pomfret Library, . . .	Yes.	....	....	Yes.	2,200	.....
Prospect,	Prospect Library, . . .	Yes.	....	....	Yes.	200	.....
Putnam,	Putnam Library Asso., .	Yes.	....	....	Yes.	900	.....
Ridgefield,	Ridgefield Library, . .	Yes.	....	....	Yes.	2,076	50
Salisbury,	Salisbury Library, . . .	Yes.	....	....	Yes.	972	.....
Seymour,	Seymour Public Library, .	Yes.	....	....	Yes.	170	320
Sharon,*	.....	....	....	....	....	.....	.....
Simsbury,	Simsbury Free Library, . .	Yes.	....	Yes.	....	2,812	.....
South Norwalk,	Roth & Goldschmidt, . .	Yes.	....	Yes.	....	900	.....
South Norwalk,	Public Library, . . .	Yes.	....	....	Yes.	2,500	.....
Stafford Spr'gs,	Stafford Library, . . .	Yes.	....	....	Yes.	1,691	.....
Stamford,	Ferguson, . . .	Yes.	....	....	Yes.	6,000	.....
Stonington,	Stonington, . . .	....	....	....	Yes.	3,090	500
Stratford,	Stratford Library, . . .	Yes.	....	....	Yes.	2,500	.....
Talcottville,	Talcottville Free Library,	Yes.	....	Yes.	....	1,000	100
Thomaston,	Laura Andrews' Free P. L.,	Yes.	....	Yes.	....	1,458	.....
Torrington,	Torrington Library, . . .	Yes.	....	....	Yes.	3,500	.....
Waterbury,	Silas Bronson Library, . .	Yes.	....	Yes.	....	46,884	10,000
Watertown,	Watertown Library Asso.,	Yes.	....	....	Yes.	5,820	300
Westbrook,	Westbrook Library, . . .	Yes.	....	....	Yes.	500	15
West Hartford,	Free Library, . . .	Yes.	....	Yes.	....	1,820	.....
Westport,	Library and Reading Room,	Yes.	....	....	Yes.	1,200	.....
W. Woodstock,	West Woodstock Lib. Asso ,	Yes.	....	....	Yes.	313	30
Wethersfield,	Rose Library, . . .	Yes.	....	....	Yes.	1,816	.....
Winchester,	Beardsley Library, . . .	Yes.	....	....	Yes.	6,102	.....
Windham,	Willimantic Public Library,	Yes.	....	Yes.	....	3,400	.....
Willimantic,	Dunham Hall, . . .	Yes.	....	Yes.	....	4,000	.....
Windsor,	Windsor Library Asso., . .	Yes.	....	....	Yes.	750	.....
Windsor Locks,	W. C. T. U. Library, . .	Yes.	....	....	Yes.	502	.....
Woodbury,	Woodbury Library Asso., .	Yes.	....	....	Yes.	634	.....
Woodstock,	Woodstock Cir. Library,	Yes.	....	....	Yes.	1,500	Few.

* Lot has been purchased and building donated.

† There is a small library in office of Wauregan Mill. Not catalogued.

LIBRARIES — CONTINUED.

ADDITIONS.		BOOKS CIRCULATED.		INCOME — HOW DERIVED.	TOWNS.
By Purchase.	By Gift.	Fiction.	Non-Fiction.		
....	....	9,000	1,000	Funds of Henry P. Haven and Mrs. Perkins.	New London.
34	36	3,416	607	\$202.02. Memberships, fees, and donations.	New Milford.
100	3	1,575	738	Subscriptions and entertainments.	Newtown.
454	232	....	....	Gifts.	Norfolk.
106	....	....	....	Fund and town.	North Canaan.
50	40	1,500	1,000	Fund of \$1,000.00 given by Liverius Bradley, and subscriptions, etc.	North Haven.
200	....	9/10	....	Subscriptions and entertainments.	Norwalk.
447	8	....	....	\$1,825.00. Otis and Coit funds and subscribers.	Norwich.
....	100	....	....	Gifts.	Old Lyme.
50	70	....	....	Town appropriation of \$100.00, subscriptions, and gifts.	Old Saybrook.
600	100	....	....	Fines and donations.	Oxford.
....	....	....	....	....	Plainfield.
....	....	....	....	Library closed; no patronage; no funds.	Plainville.
190	....	2/3	....	Interest on fund of \$3,000.00 given by Miss Eliza Bull.	Plymouth.
25	4	450	150	\$25.00. By tax of 50c. on 50 shareholders.	Plymouth.
240	75	750	500	\$125.00. Subscriptions of \$1.00 a year.	Pomfret.
....	....	....	....	Subscriptions and gifts.	Prospect.
40	....	....	....	Annual dues, \$2.00.	Putnam.
56	156	802	155	\$75.00. Subscriptions.	Ridgefield.
100	5	4/5	..	\$190.10. Subscriptions, fines, and entertainments.	Salisbury.
..	8	....	....	....	Seymour.
....	....	....	....	....	Sharon.
240	7	3/4	....	\$300.00. From fund.	Simsbury.
120	....	5,000	2,500	Paid by Roth & Goldschmidt.	South Norwalk.
44	5	....	....	From city.	South Norwalk.
33	26	....	....	Membership fees, and subscriptions.	Stafford Spr'gs.
125	....	....	....	Fund and subscriptions.	Stamford.
59	10	3,900	1,500	Memberships and gifts.	Stonington.
50	250	....	....	Memberships and donations.	Stratford.
....	....	1,500	1,000	Supported by Talcott Bros.	Talcottville.
5	3	754	704	Small fund, Seth E. Thomas founder.	Thomaston.
....	....	8,648	928	\$495.00. From rent of building and subscriptions.	Torrington.
1,813	188	52,843	11,731	\$13,000.00. Silas Bronson fund of \$200,000.	Waterbury.
400	22	3,504	1,429	\$1,100.00. \$20,000.00 fund of Dr. John DeForest.	Watertown.
60	....	....	....	Membership dues, and entertainments.	Westbrook.
88	8	66 p.c.	34 p.c.	Fund, subscriptions, entertainments, etc.	West Hartford.
75	6	2/3	1/3	Subscriptions, gifts, entertainments, etc.	Westport.
....	47	....	....	Subscriptions and dues.	W. Woodstock.
75	....	600	1,400	Subscriptions and gifts.	Wethersfield.
107	43	4,212	3,179	\$650.00. Also interest of \$5,000.00.	Winchester.
200	3	3,000	900	\$300.00. Borough tax.	Windham.
125	3	5,000	1,000	Paid by Willimantic Linen Company.	Willimantic.
100	2	....	....	\$50.00. Subscriptions and entertainments.	Windsor.
....	30	1/2	....	Subscriptions.	Windsor Locks.
....	3	....	....	Subscriptions	Woodbury.
30	200	2/3	....	Entertainments and benefits.	Woodstock.

TABLE II.—REPORT

Towns.	Name of Library.	Library Building, and cost.	Name of Donor.
Ashford,	Babcock Library, . . .	Yes, \$300	Archibald Babcock,.....
Avon,	Avon Circulating Library,		.....
Berlin,	Berlin Library, . . .	Yes. \$1,100	Subscriptions,
Bolton,	Bolton Free Library, . .		.....
Bridgeport,	Bridgeport Public Library,	Yes. \$65,000	Catharine Pettengill,.....
Bridgeport,	Seaside Institute, . . .	Yes. \$60,000	Warner Bros.,.....
Bristol,	Y. M. C. A. Library, . .	.....	Y. M. C. A. Building,.....
Chester,	Chester Circulating Library,	Rent.....	.....
Clinton,	Morgan School Library, .		.....
Colchester,	Colchester Library, . . .	No. Rent....	.....
Columbia,	Columbia Free Library, .	Yes. \$300.	Built by subscription and labor,....
Cornwall,	Cornwall Library, . . .	Yes.....	Frederick Kellogg,.....
Coventry,	South Coventry Library, .	Rent.....	.....
Coventry,	Porter Library, . . .	Yes.....	Porter,.....
Cromwell,	Belden Library, . . .		.....
Danbury,	Danbury Public Library, .	Yes. \$29,000	Alex. M. White,.....
Danielsonville,	People's Library, . . .	No. Rent....	.....
East Haddam,	Moodus Library, . . .	Rent.....	.....
East Hartford,	Raymond Library, . . .	Yes. \$10,000	Albert C. Raymond,.....
Easton,	Academy Library, . . .		.....
Ellington,	Ellington Library, . . .		.....
Fairfield,	Fairfield Memorial, . . .	Academy, Rent free.	.....

OF LIBRARIES.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	Towns.
.....	Few.....	Peter Platt.	Ashford.
.....	3.....	Mrs. O. T. Bishop.	Avon.
.....	Emily Brandegee.	Berlin.
.....	Few.....	Charles W. Loomis.	Bolton.
Yes.—Particular attention is paid to teachers and scholars to assist them in every way in the selection of books.	Yes.—There is a room devoted especially to mechanics, containing all "Patent Reports," and mechanical drawings, and is largely patronized.	Yes.....	Mrs. Agnes Hills.	Bridgeport.
.....	Used by employees of Co. ....	.....	Miss F. Fry.	Bridgeport.
Yes.—Considerably used by schools. We have a classified catalogue of history and travel for school use, and teachers are allowed special privileges.	E. Peck.	Bristol.
.....	No.....	Alfred Hall	Chester.
Yes.—Well patronized by ladies and children, but not used in a systematic way by the public schools.	Yes.....	27.....	Emma Fitch.	Clinton.
.....	Colchester.
Yes.—Used largely by teachers and pupils at the Institute and Public Schools.	A. H. Fox.	Columbia.
Yes.—Used by a majority of the older scholars and by all the teachers in the vicinity.	Miss Mary J. Whitney.	Cornwall.
.....	J. E. Stanley.	Coventry.
.....	Henry N. Hill.	Coventry.
Yes.—All scholars in the High School with an average of 85 per cent. and over, are given free subscription, besides which a good many other scholars have cards.	No.....	Miss Sarah M. Savage.	Cromwell.
Yes.—Used freely by school children under the supervision of the teachers and librarian.	No.....	Mrs. C. H. Sanford.	Danbury.
Yes.—The schools which are near enough to the library to make it practicable, make very good use of the library, and many children in town draw books. We have issued one card in the name of the district, whenever a teacher has desired it, for school use; the Association voted to permit the librarian to issue more than one card for a school's use,—the number at her discretion.	Mrs. Anthony Ames.	Danielsonville.
Yes.—We have about twenty children taking from two to four books a week.	Yes.—East Haddam is a manufacturing village and the library is therefore used to a considerable extent by operatives in the factories.	Yes.....	Nellie E. Chaffee.	East Haddam.
Yes.....
Yes.—More than one-third of the books are taken out by children.	No.....	Jessie W. Hayden.	East Hartford.
.....	No.....	Wm. M. Gallup.	Easton.
.....	Lizzie L. Kibbe.	Ellington.
.....	Nettie B. Nichols.	Fairfield.

TABLE II.—REPORT OF

Towns.	Name of Library.	Library Building.	Name of Donor.
Farmington,	Village Library, . . .	No. Use room in Town Hall,	
Franklin,	Pettis Library, . . .	.....	Peter Pettis,
Greenwich,	Greenwich Read. R. & Lib.,	.....
Greenwich,	Pemberwick Lib. Asso., .	Yes. \$5,000	Russell, Burchard & Ward,
Griswold,	Coit Library, . . .	Church Bldg.,	Daniel F. Coit,
Griswold,	Slater, . . .	Yes. \$15,000	John F. Slater,
Groton,	Bill Memorial, . . .	Yes. \$20,000	Frederick Bill,
Guilford,	Guilford Free Library, .	Yes. \$1,200	E. P. Dickie,
Haddam,	Haddam Library, . . .	No. Rent, ..	
Hartford,	Hartford Library Asso., .	Yes.	Private subscriptions,
Hartford,	Watkinson Library, . .	Yes.	In part Watkinson bequest,
Hebron,	Hebron Library, | . .	Rent free,	
Ledyard,	Bill Library, . . .	.....	Building not completed,
Litchfield,	Litchfield Cir. Library, .	No. Rentfree,	
Madison,	Madison Library, . . .	No. Rent, ..	
Manchester,	Manchester Free Library,	Yes. \$6,000	

LIBRARIES — CONTINUED.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	Towns.
Yes.—It is used by all the teachers and many children in connection with their work.	.....	.....	Mrs. T. H. Root.	Farmington.
.....	.....	.....	Rev. H. E. Hart.	Franklin.
Yes.—The library is very useful to the teachers and scholars of all the schools in town.	Yes.—The library and reading-room are used in the evenings by mechanics and dry goods clerks, etc., more than any other class of people.	.....	Mary M. Miller.	Greenwich.
.....	Used largely by employees of donors.	.....	Mrs. R. D. Marshall.	Greenwich.
Yes.—Free tickets to teachers and scholars.	Somewhat.....	No.....	Henry Lester.	Griswold.
Yes.—Teachers and scholars have free tickets, and use them generally.	.....	No.....	M. L. Fanning.	Griswold.
Yes.—It has been used more extensively by the school children this year than before, and has been an invaluable aid to many of them in their studies.	.....	Few.....	Julia O. Avery.	Groton.
Yes.—Scholars use it generally.	.....	.....	Miss E. M. Elliot.	Guilford.
No.....	.....	.....	M. E. Brainard.	Haddam.
Yes.—Pupils of the older classes in the district schools use books in connection with History and Geography on school cards. High school pupils may take any book for use in connection with school work.	The library is little used by mechanics except for amusement. It does a great deal of good for clubs and classes in History and Literature.	.....	Caroline M. Hewins.	Hartford
Yes.—The Library is especially desirous of helping scholars, college professors, high and other school teachers, in English and foreign Literatures, History, Fine Arts, Philology, and the Sciences. Help is cordially given children in reference work, but the interests of their teachers have preference.	The library is not open evenings, therefore, not largely used by younger mechanics; but in Architecture, Decoration, History of Arts and Sciences, has considerable use. In American History, Politics, and Sociology, and in the History and Philology of the English tongue is widely consulted.	Yes.....	Frank B. Gay.	Hartford.
No.....	No.....	No.....	Cyrus H. Present.	Hebron.
.....	.....	No.....	John L. Spicer.	Ledyard.
Library rooms are open once a week, — Saturday afternoons. Books not specially adapted to or used by the public schools.	.....	.....	Mrs. M. J. Buell.	Litchfield.
.....	Used for reference in regard to authors, poets, and writers, biographies, and in connection with reading circle.	Yes.....	Miss Mary L. Scranton.	Madison.
Yes.—Largely used by school children and teachers, but without special arrangement for that purpose.	Yes.—No special class uses it, — many mechanics, tradespeople, and farmers.	No.....	Miss Mary J. Easton.	Manchester.

TABLE II.—REPORT OF

Towns.	Name of Library.	Library Building.	Name of Donor.
Middletown,	Russell Library, . . .	Yes.....	Mrs. Russell,.....
Milford,	Lyceum Library, . . .	.....	.....
Montville,	Raymond Library, . . .	Yes. \$2,500	Albert C. Raymond,.....
Naugatuck,	Howard Whittemore Mem'l,	No. Rent free,.....	.....
New Britain,	New Britain Institute, .	No. Rent. ....	.....
New Britain,	State Normal School, .	.....	In Normal School Building,.....
New Canaan,	New Canaan Library, .	Yes. \$3,000	A number of persons,.....
New Haven,	Free Public Library, .	Yes. \$100,000	City,.....
New Haven,	Young Men's Institute, .	Yes.....	.....
New London,	Public Library, . . .	Yes. \$50,000	H. P. Haven,.....
New Milford,	New Milford Library, .	[from Town.	.....
Newtown,	Newtown Library, . . .	No. Rent....	.....
Norfolk,	Norfolk Library, . . .	Yes.....	Miss Isabella Eldridge,.....
North Canaan,	Douglas Library, . . .	Yes.....	Edmund D. Lawrence,.....
North Haven,	Bradley Library, . . .	No. Town Hall	.....
Norwalk,	Norwalk Corporation Lib.,	No. Rent....	.....
Norwich,	Otis Library,	Yes.....	Joseph Otis,.....
Old Lyme,	Old Lyme Public Library,	Yes. \$1,200	Subscriptions,.....
Old Saybrook,	Acton Library,	Yes. \$3,000	T. C. Acton,.....
Oxford,	Oxford Library,	No. ....	.....

LIBRARIES — CONTINUED.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	Towns.
Yes.—Teachers are entitled to a teacher's card, which is kept at the library, and can take as many books as they can find at a time, to be returned when the subject is finished in school. Geography, travels, and science, and American history, mostly.	Yes.	Few.	L. F. Philbrook.	Middletown.
Yes.	Yes.	No.	W. S. Chase.	Milford.
No special connection with public schools.	Not specially used by above or any particular class.	Miss Lucy Raymond Parish.		Montville.
Yes.—A large number of our cards are issued to pupils of the public schools, and six or seven of the teachers draw books with a good deal of regularity. We try to make the library a help in their studies so far as we can.	Yes.—Most of our cards are issued to working people, especially factory operatives and their families.	Yes.	Ellen Spencer.	Naugatuck.
Yes.—Our library is well patronized by teachers and school children, and our connection is one of sympathy and co-operation.	Yes.—Is well patronized by mechanics and laboring classes generally,—no special class predominates.	Yes.	Lillian M. Whiting.	New Britain.
Yes.—The library is used constantly by the teachers and school children connected with the Normal School.	No.	500.	Mary G. Peabody.	New Britain.
No separate account is kept of such use, but it is considerable. Teachers are allowed five books at one time for school use, on teachers' cards. Many have taken out these cards.	Yes.—Special pains have been taken to provide books for mechanics, and a circular was sent to manufactories calling attention to the fact. In the department of useful Arts, each book was circulated three or four times during the year on an average.	No. Yes, 125.	Julia M. Hall. W. K. Stetson.	New Canaan. New Haven.
Teachers are allowed to take four books at a time, and special pains taken with scholars.	No.	60.	William A. Borden. Mary A. Richardson.	New Haven. New London.
Yes.	No.	Few.	Augusta M. Noble. Abbie L. Peck.	New Milford. Newtown.
Yes.—Is used a good deal by high school scholars, and by all the teachers in the village.	No.	Yes.	Edward E. Swift.	Norfolk.
Yes.—Used by school children more than any other class.	Attention has been given to books for the Grange.	No.	Samuel A. Eddy.	North Canaan.
No inducements offered to schools. May use books at library.	No.	No.	Alice F. Lord.	North Haven.
Yes.—Particular attention paid school teachers and scholars. Superintendent advised with.	No.	No.	L. P. Mott.	Norwalk.
Yes.	No.	Yes.	Mrs. F. W. Robinson	Norwich.
No connection with schools.	All classes avail themselves of the benefits of the library.	No. Few.	James Griswold. Amelia C. Clark. Wm. W. Hughes.	Old Lyme. Old Saybrook. Oxford.

TABLE II.—REPORT OF

Towns.	Name of Library.	Library Building.	Name of Donor.
Plainfield,	Wauregan Village, . . . . .	.....	.....
Plainville,	Plainville Library, . . . . .	.....	.....
Plymouth,	Plymouth Library Asso.,	No. Rent....	.....
Plymouth,	Terryville Lyceum Library, . . . . .	.....	.....
Pomfret,	Pomfret Library,	Yes. \$1,500	Built by ladies,
Prospect,	Prospect Library, . . . . .	.....	.....
Putnam,	Putnam Library Asso., . . . . .	.....	.....
Ridgefield,	Ridgefield Library,	Yes. \$600	Hon. P. C. Lounsbury,
Salisbury,	Salisbury Library, . . . . .	.....	One to be built by Jonathan Scoville,
Seymour,	Seymour Public Library,	No.....	Rent of G. A. R. Hall free,.....
Sharon,	.....	.....	.....
Simsbury,	Simsbury Free Library,	Yes. \$10,000	Amos R. Eno,.....
South Norwalk,	Roth & Goldschmidt,	In factory....	.....
South Norwalk,	Public Library,	Yes. \$7,000	.....
Stafford Spr'gs,	Stafford Library, . . . . .	.....	.....
Stamford,	Ferguson,	Yes. \$10,000	Jno D. Ferguson,.....
Stonington,....	Stonington,	No.....	.....
Stratford,	Stratford Library, . . . . .	.....	.....
Talcottville,|	Talcottville Free Library,	Yes. \$10,000	Talcott Bros.,.....
Thomaston,	Laura Andrews' Free P. L.,	No.....[given. Court Room of Town Hall,.....	.....
Torrington,	Torrington Library,	Use of building	.....
Waterbury,	Silas Bronson Library, . . . . .	.....	.....
Watertown,	Watertown Library Asso.,	Yes. \$15,000	Benj. DeForest,.....
Westbrook,	Westbrook Library,	In Town Hall. ....	.....
West Hartford,	Free Library,	Yes. \$3,000	James Talcott,.....
Westport,	Library and Reading Room,	No .....	.....
W. Woodstock,	West Woodstock Lib. Asso., . . . . .	.....	.....
Wethersfield,	Rose Library,	No.....	Chapel Congregational Church,....
Winchester,	Beardsley Library,	No.....	.....
Windham,	Willimantic Pub. Library,	No.....	.....
Willimantic,	Dunham Hall, . . . . .	.....	Owned by Company,.....
Windsor,	Windsor Library Asso., . . . . .	.....	.....
Windsor Locks,	W. C. T. U. Library, . . . . .	.....	Library in Reading Room,.....
Woodbury,	Woodbury Library Asso., . . . . .	.....	.....
Woodstock,	Woodstock Cir. Library, . . . . .	.....	In room of Woodstock Acad. Lib.,

LIBRARIES — CONTINUED.

Used by Children.	Used by Mechanic.	Books on Education or Pedagogy.	Name of Librarian.	Towns.
.....	.....	.....	Henry Johnson.	Plainfield.
Yes.—Free to teachers.	.....	.....	A. S. Beardsley.	Plainville.
.....	.....	No.....	A. S. Gaylord.	Plymouth.
.....	.....	No.....	Louise C. Hoppin.	Pomfret.
Teachers occasionally subscribe and use books to a very limited extent.	.....	.....	Mrs. W. H. Phipps.	Prospect.
Yes.—Well patronized by teachers of our schools.	.....	No.....	Alice G. Johnson.	Putnam.
Not convenient for children.	.....	No.....	Wm. S. Todd, M.D.	Ridgefield.
Open only evenings, when the hall is to be used for other purposes.	.....	.....	.....	.....
.....	.....	No.....	Harriet L. Lee.	Salisbury.
.....	.....	No.....	W. C. Sharpe.	Seymour.
.....	.....	No.....	Eliza McRoy.	Sharon.
.....	For the exclusive use of employees of this factory who are corset makers.	.....	George W. Carroll.	Simsbury.
Yes.	.....	No.....	.....	South Norwalk.
Yes.—Very few scholars use the library, and only one or two teachers have ever taken books from the library.	The farming class and mechanics are the largest patrons.	.....	.....	Stafford Spr'gs.
Yes.—All teachers of public or private schools have complimentary tickets, subject to the same privileges as subscribers.	No.....	No.....	A. W. Paradise.	Stamford.
.....	.....	No.....	Mrs. Hohn.	Stonington.
Yes.—The public school teachers and scholars have free access to any of the books for educational purposes.	.....	No.....	George H. Appleyard.	Stratford.
.....	Was designed for the mill operatives, and is largely used by them, and some by farmers.	.....	David Ferguson.	Talcottville.
Yes.	Yes.....	Yes.....	Hattie A. Norton.	Thomaston.
.....	.....	Few.....	Louise T. Mason.	Torrington.
Yes.—Our best teachers and their pupils have always made good use of the library. Recent action of the Board of Agents is increasing the usefulness of the library in the schools.	Our mechanics and other tradespeople do not make as full use of the books relating to their trades as might be supposed they would.	Yes.....	H. F. Bassett.	Waterbury.
Yes.—Teachers have free cards to the library, and can take out not to exceed five volumes at one time.	Watertown is mostly a farming town.	Yes.....	Nancy E. Bronson.	Watertown.
.....	.....	.....	Carrie Moore.	Westbrook.
Yes.	No.....	.....	H. C. Whitman.	West Hartford.
.....	.....	No.....	Mrs. F. L. Gray.	Westport.
.....	.....	Few.....	Mrs. E. H. Newhall.	W. Woodstock.
Yes.—One of the schools has a "Teacher's Ticket," for school-room use.	.....	No.....	Nellie M. Robbins.	Wethersfield.
Yes.—Used by teachers and Normal pupils.	No.....	No.....	Louise M. Carrington.	Winchester.
Yes.—Used by schools, both Normal and Public.	Scientific works are used generally by mechanics.	No.....	Mrs. A. L. French.	Windham.
.....	.....	No.....	Miss Jennie Ford.	Willimantic.
.....	.....	No.....	Annie G. Albee.	Windsor.
.....	.....	No.....	Mrs. J. J. V. Whalen.	Windsor Locks.
.....	.....	No.....	L. Y. Ketcham.	Woodbury.
Yes.	.....	Few.....	Mrs. F. W. Flynn.	Woodstock.

Summary of Table I.

Number of towns having libraries,	.	.	.	.	81
Number of libraries,	.	.	.	.	92
Character, general,	.	.	.	.	85
special,	.	.	.	.	2
free,	.	.	.	.	29
not free,	.	.	.	.	58
Volumes, books,	.	.	.	.	385,212
pamphlets,	.	.	.	.	15,906
Additions, by purchase,	.	.	.	.	17,212
by gift,	.	.	.	.	4,001

It appears that fully $66\frac{2}{3}$ per cent. of all the books circulated are fiction.

Summary of Table II.

Number of library buildings, 36.

48 claim connection with schools.

There is evidence in the case of 34 that the reading of school children and the needs of schools receive particular attention.

PLANS.

The following are suggestive plans for the assistance and guidance of those who are building schoolhouses. They are constructed upon scientific principles as to ventilation, light, heat, etc. The drawings were furnished by J. D. Roberts of New Haven, Conn. :

- No. I, pp. *181-*182, shows the foundation plan of a one-room building.
- No. II, pp. *183-*184, shows the floor plan of the same building.
- No. III, pp. *185-*186, is the front elevation of the same building.
- No. IV, pp. *187-*188, is the side elevation.
- No. V, pp. *189-*190, is the rear elevation.
- No. VI, Plan II, pp. *191-*192, is the plan of the first floor of a two-room building. The second floor can be arranged in the same manner as the first floor.
- No. VII, Plan III, (a) pp. *193-*194, is the plan of the first floor of a three-room building.
- No. VIII, Plan III, (b) pp. *195-*196, is another plan of a three-room building. The second floor of these buildings can be the same as the first, thus making a six-room building.
- No. IX, Plan IV, pp. *197-*198, gives four rooms on the main floor; an eight-room building could be constructed which should have a second floor like this.
- No. X, Plan V, pp. *199-*200, gives five rooms on the first floor.
- No. XI, Plan VI, pp. *201-*202, gives six rooms on the first floor.

NEW LONDON.

The following are plans and elevations of buildings recently erected in New London.

The Nathan Hale Grammar School.—The Nathan Hale Grammar School stands on a beautiful lot near the center of the city, containing about four acres, which affords ample facilities for exercise and recreation, there being a large ball ground for the boys, and plenty of room for tennis courts for the girls.

The interior arrangements, as shown by the accompanying plans, are considered to be perfectly adapted to their purpose.

The heating and ventilating apparatus, together with the dry closets, occupy about all of the basement.

On the first floor, besides spacious halls, and wardrobes for each room, are four schoolrooms, each 32 feet by 28, and 15 feet high.

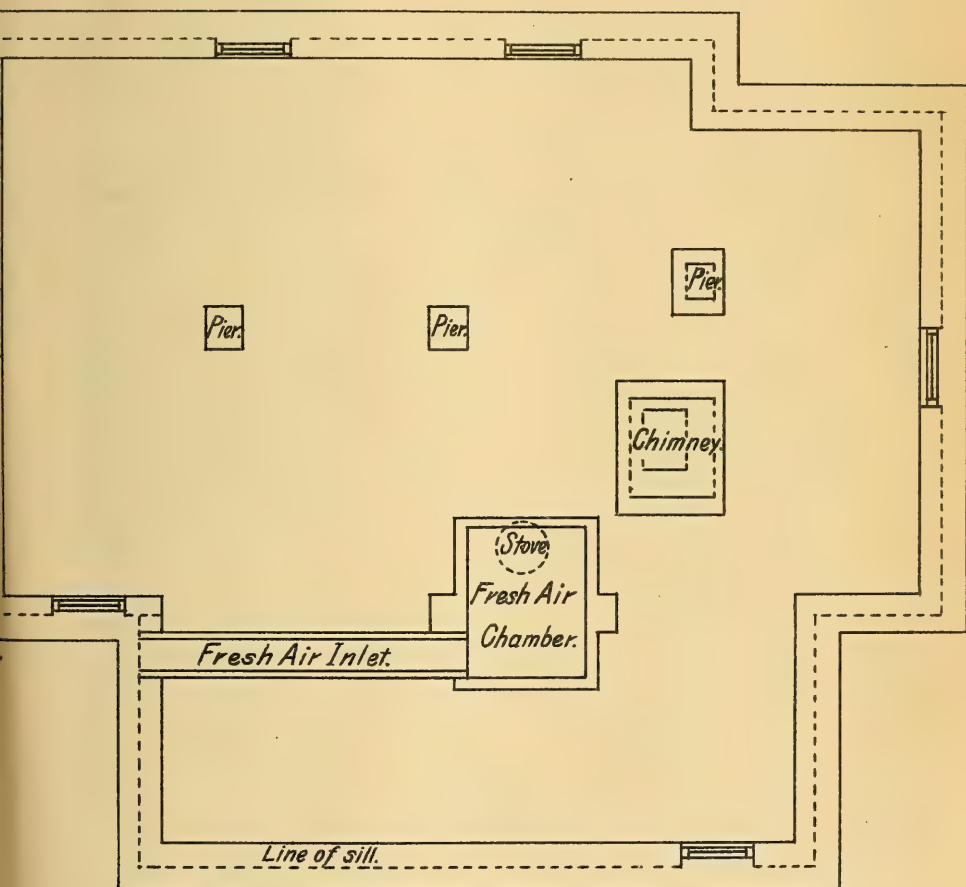
There are vestibule entrances at the front and at each end.

The second floor contains four schoolrooms of the same size, besides library and office.

On the third floor is an assembly room or hall, containing seats for 600.

The building is of brick, trimmed with sandstone, and cost, complete, \$50,000.

PLAN I. *181—*182.

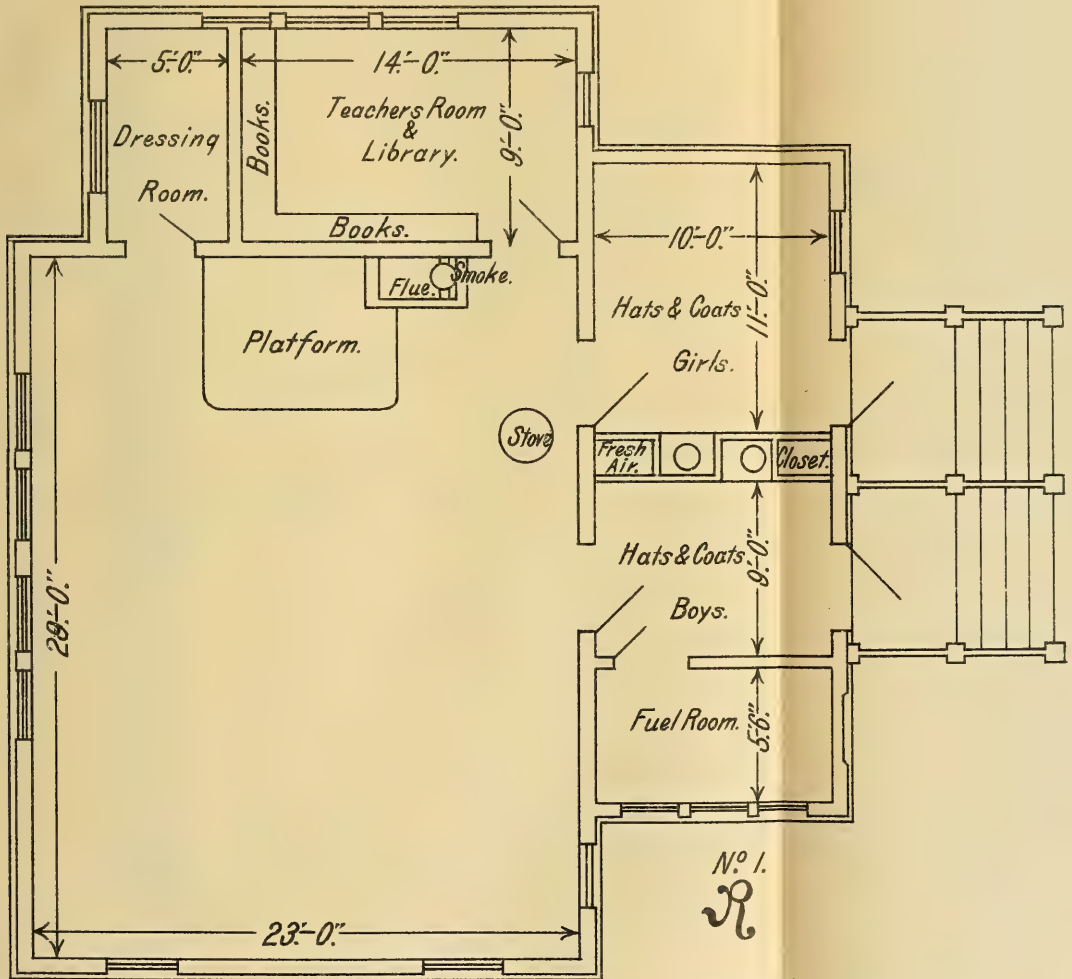


Foundation Plan No. 1.

One room building.

No. I.

PLAN I. *183—*184.



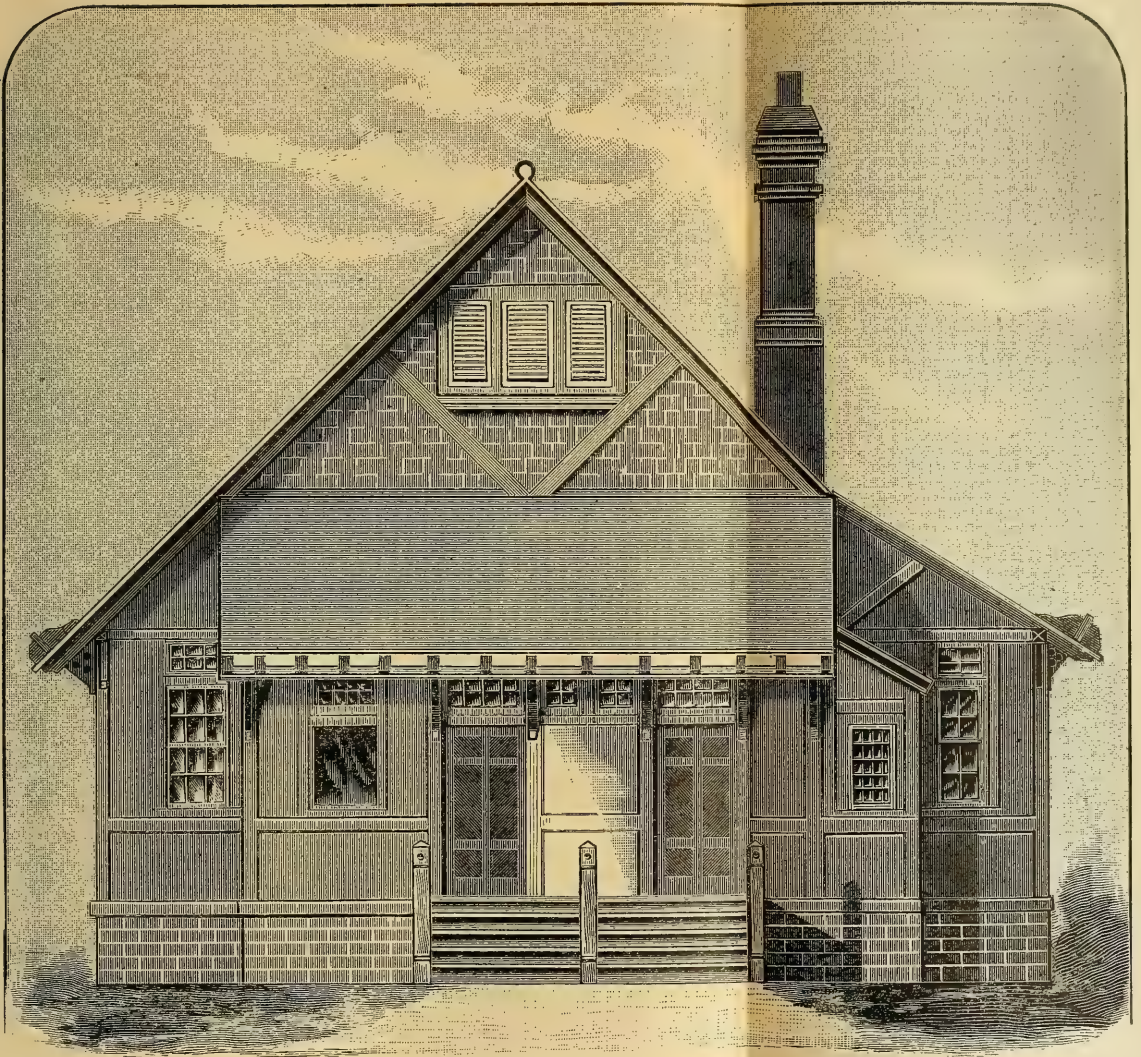
Floor Plan.

Scale $\frac{1}{4}$ of one inch = 1 foot.

One room building.

No. II.

PLAN I. *185 *186



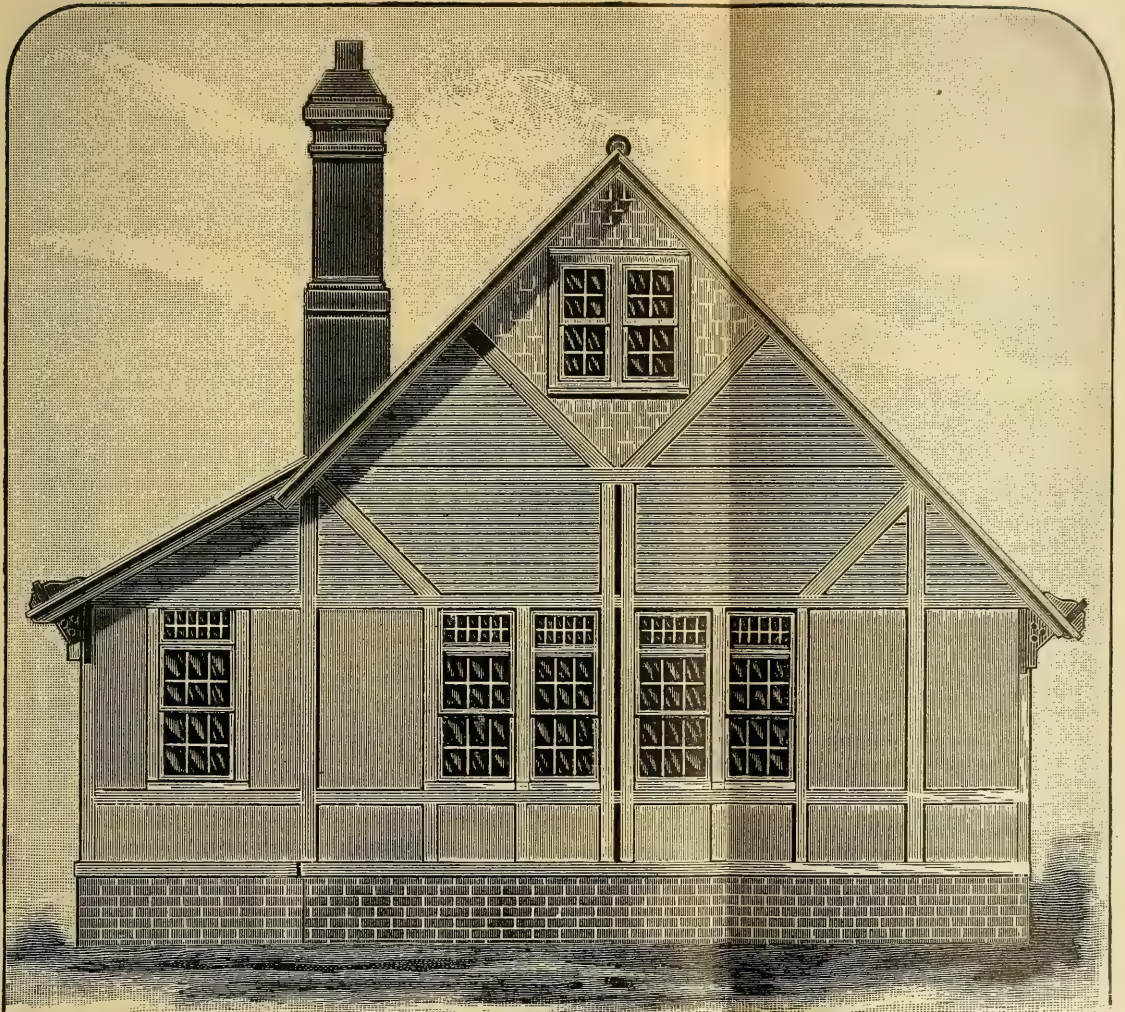
One Room Building, Front Elevation.
No. III.

PLAN I. *187 *188

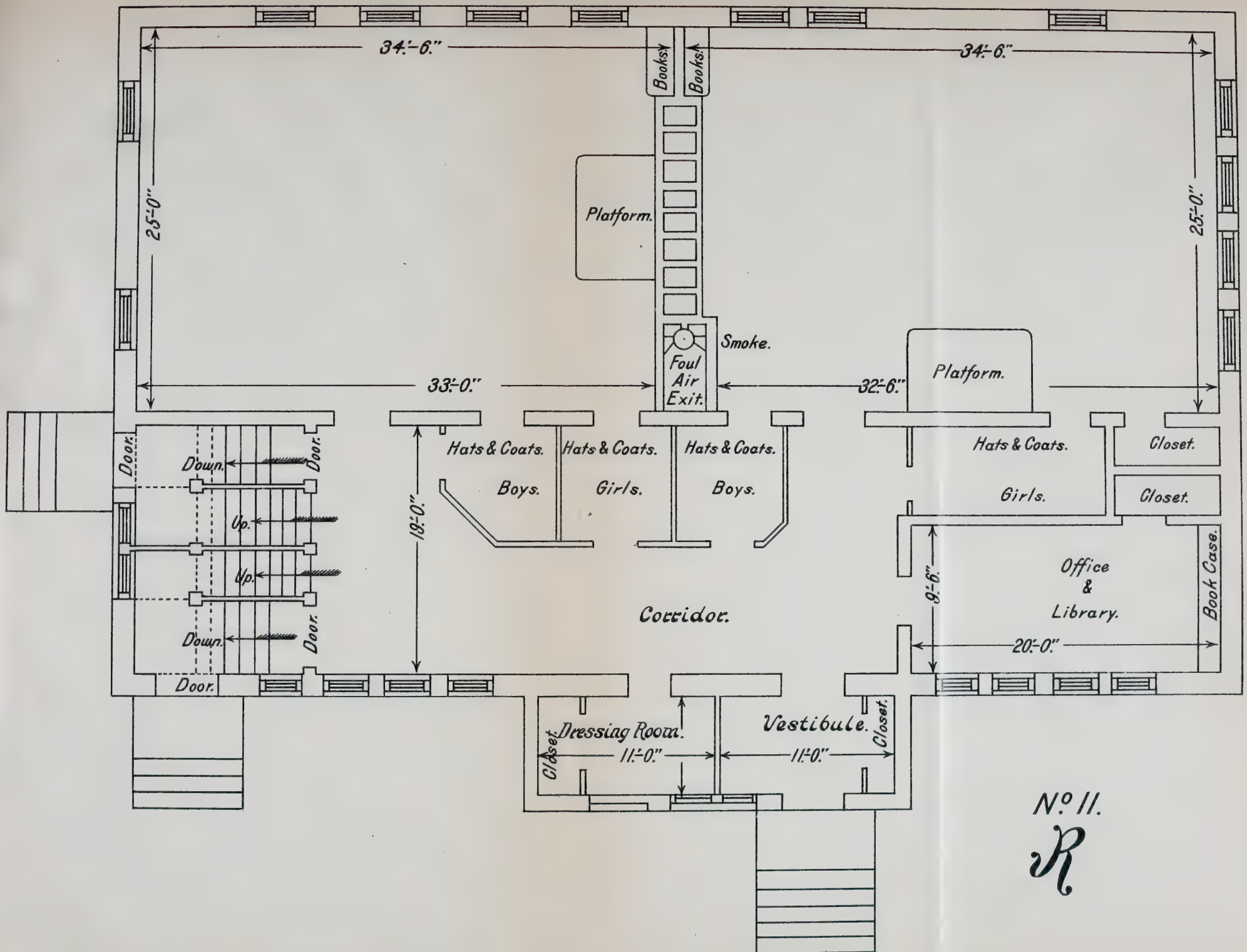


One Room Building, Side Elevation.
No. IV.

PLAN I. *189 *190



One Room Building, Rear Elevation.
No. V.

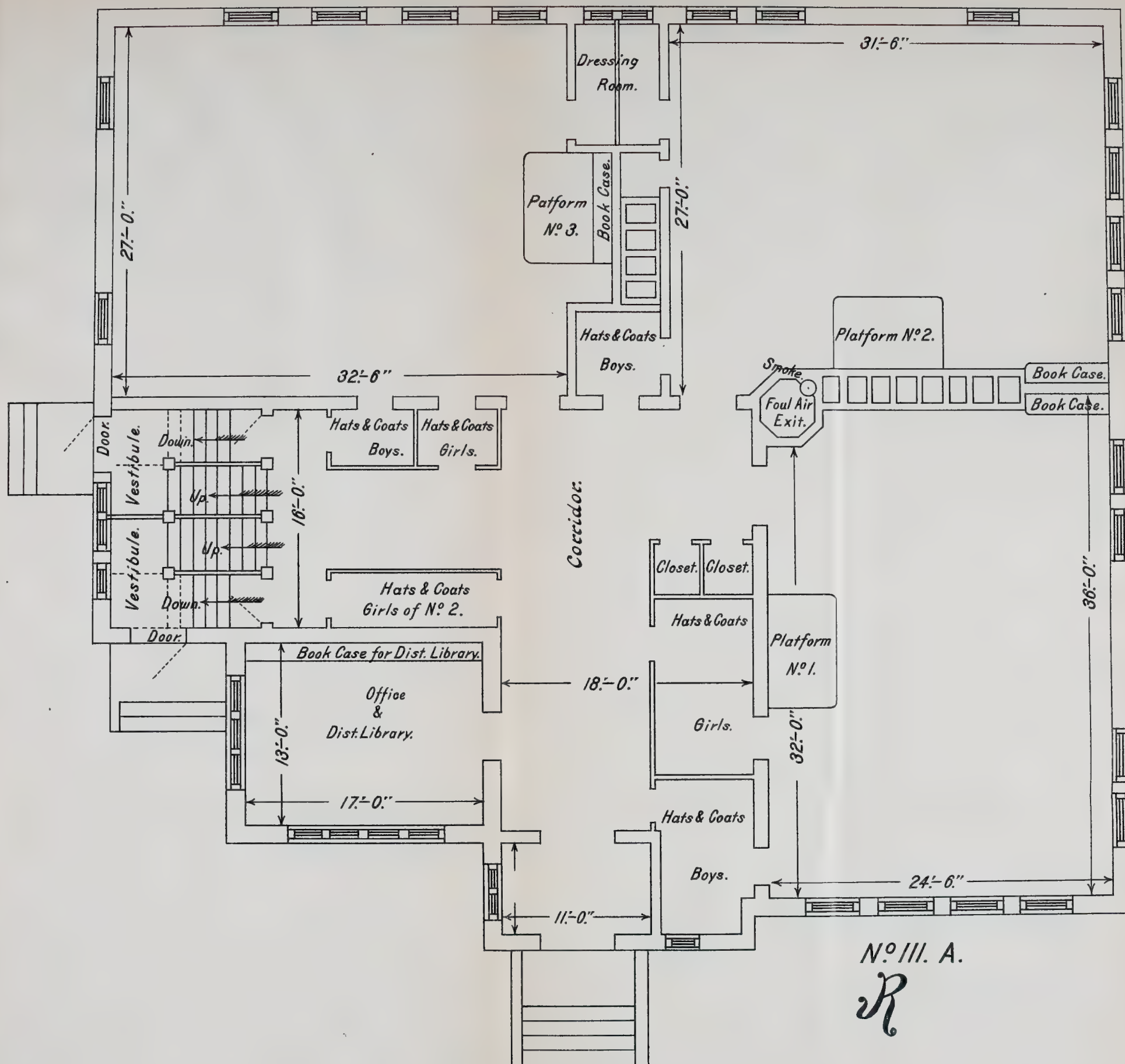


No. 11.
R

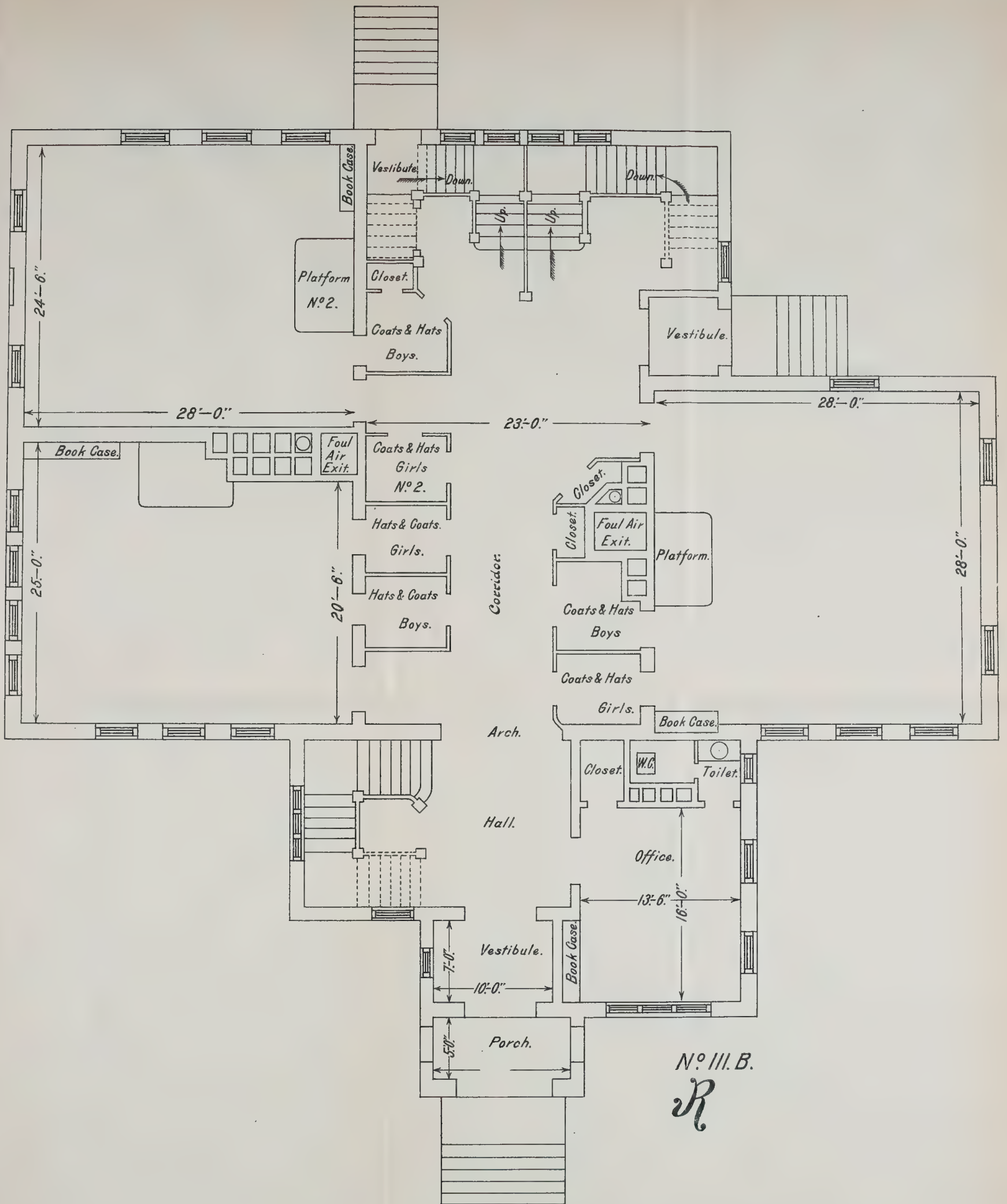
Plan of First Floor. Scale $\frac{1}{8}$ of one inch = 1 foot.

Two or four room building.

No. VI.

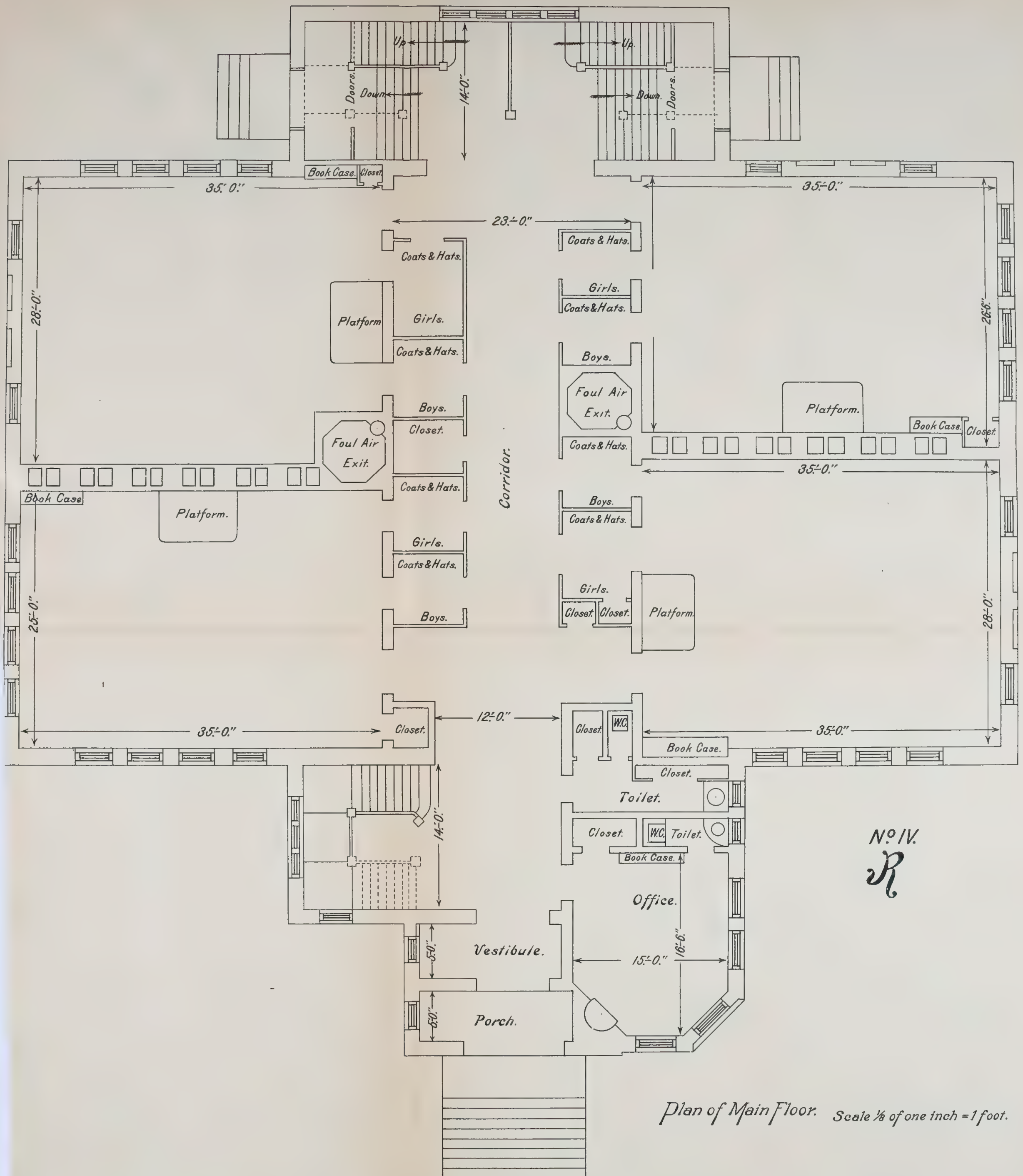


Plan of First Floor. Scale $\frac{1}{8}$ of one inch = 1 foot.
Three or six room building.
No. VII.



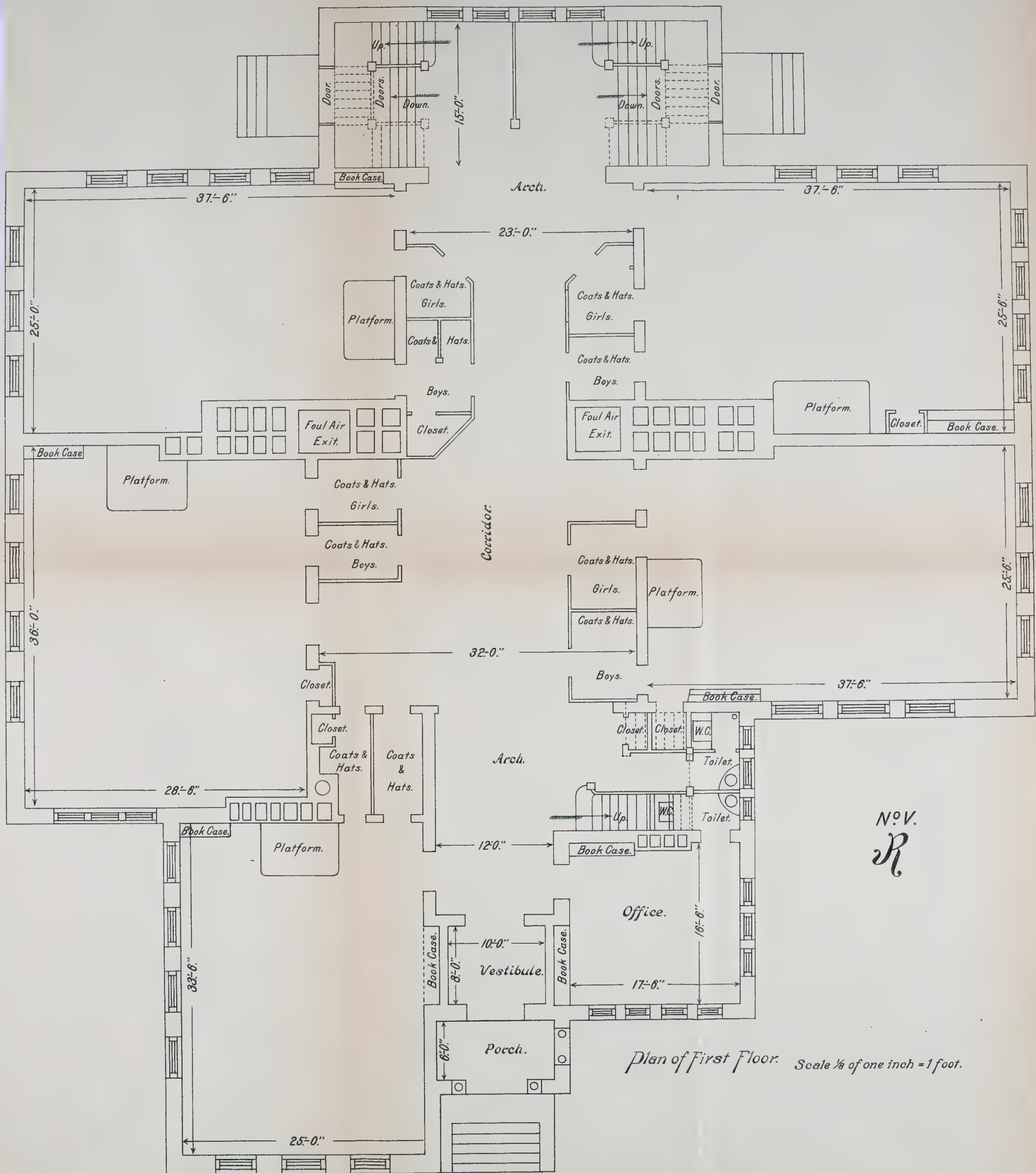
Plan of Main Floor. Scale $\frac{1}{8}$ of one inch = 1 foot.

Three or six room building.
No. VIII.



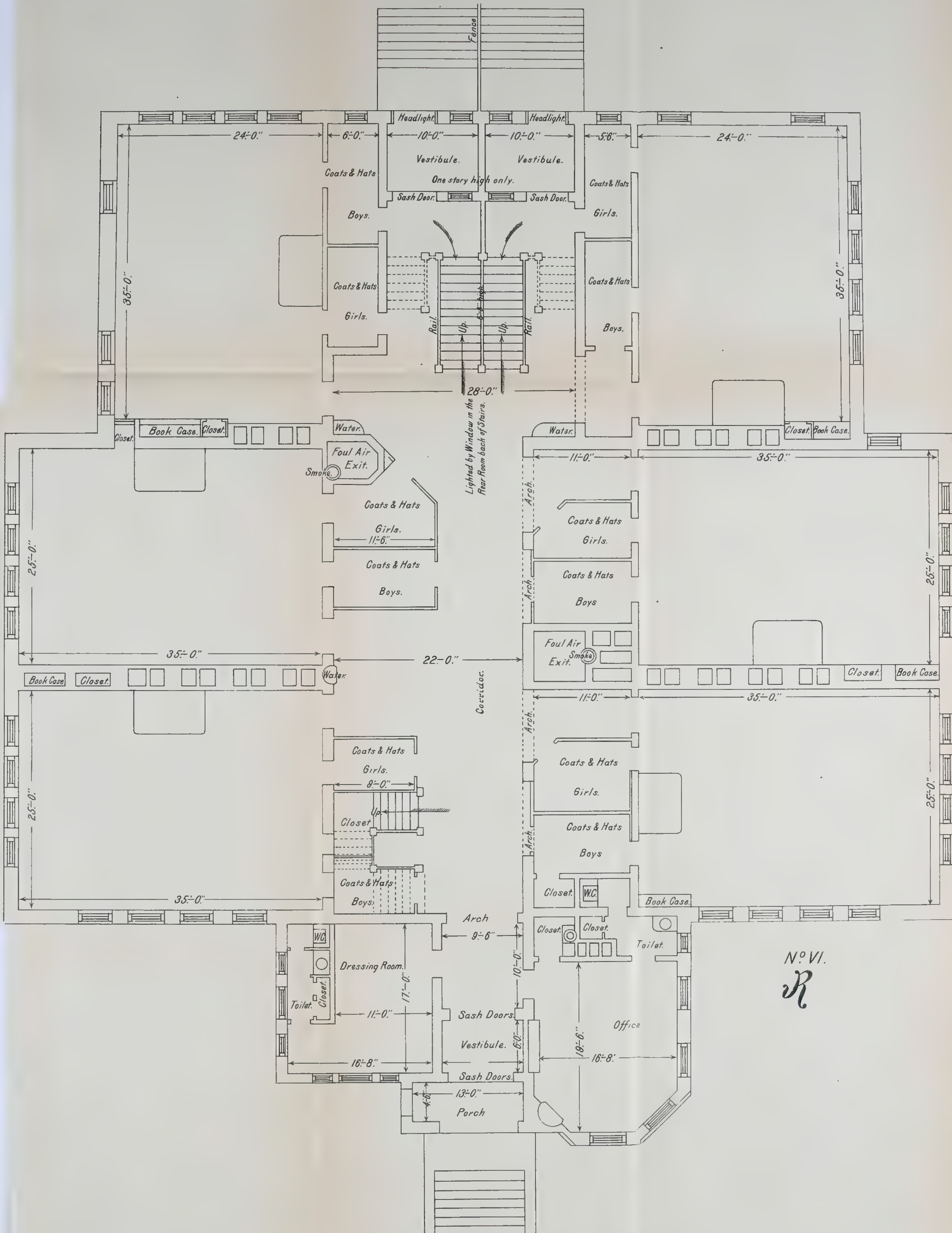
Plan of Main Floor. Scale $\frac{1}{8}$ of one inch = 1 foot.





Five or ten room building.
No. X.

Plan of First Floor. Scale $\frac{1}{8}$ of one inch = 1 foot.

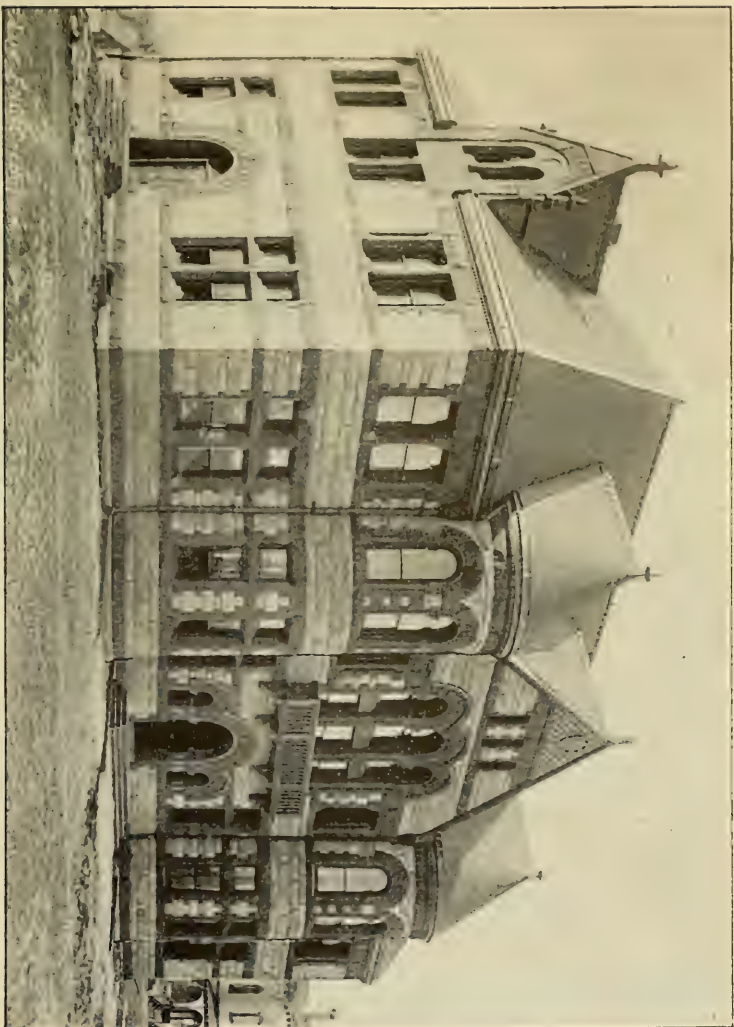


Plan of First Floor. Scale $\frac{1}{8}$ of one inch = 1 foot.

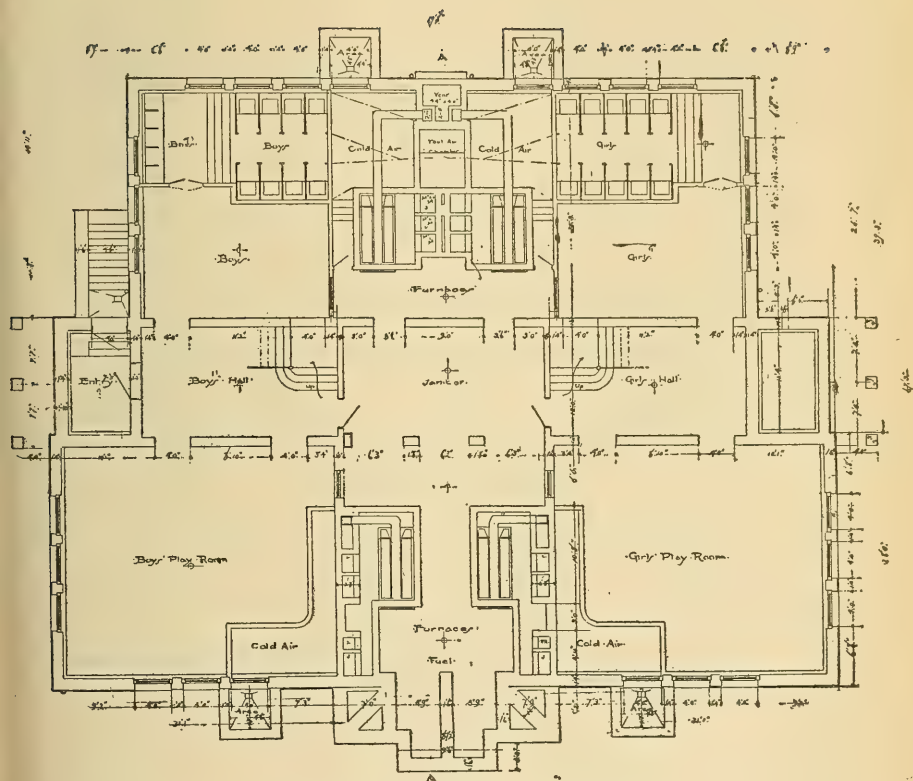
Six or twelve room building.

No. XI.

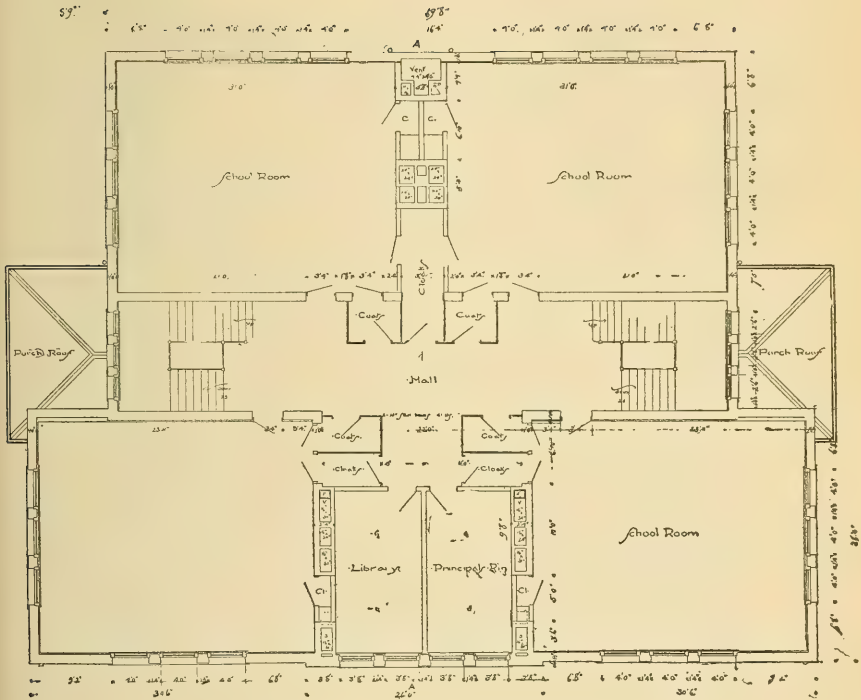




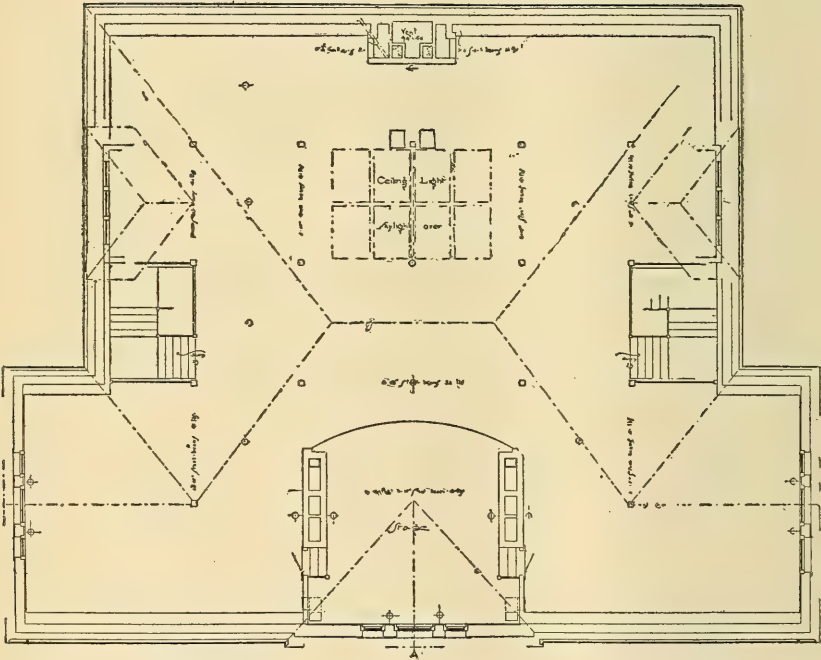
NATHAN HALE, NEW LONDON.



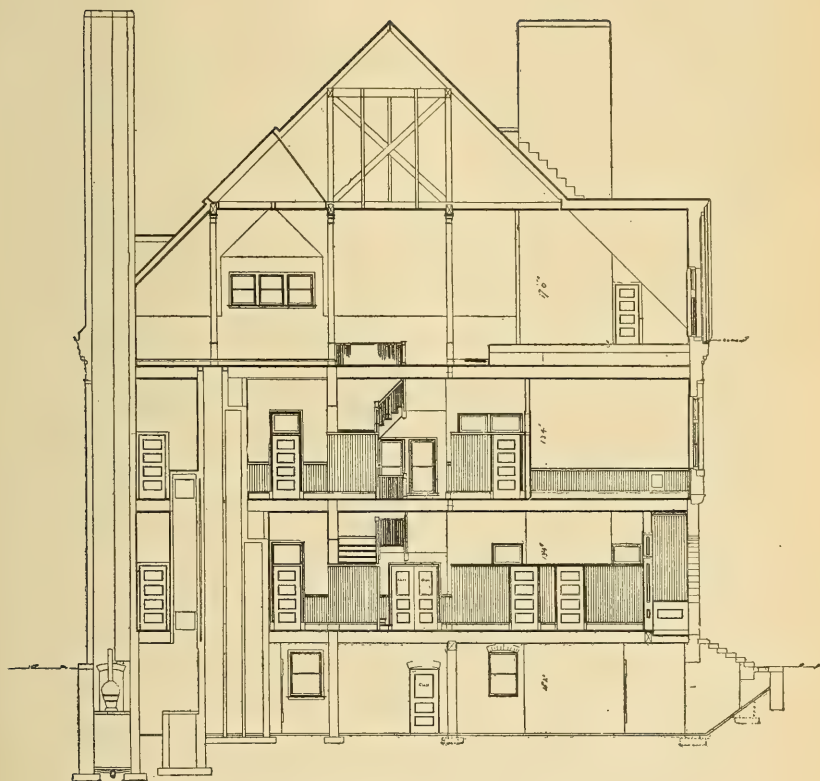
NATHAN HALE GRAMMAR SCHOOL.
(Basement.)



NATHAN HALE GRAMMAR SCHOOL.
, (2d floor.)



NATHAN HALE GRAMMAR SCHOOL.
(Attic.)



NATHAN HALE GRAMMAR SCHOOL.
(Section.)

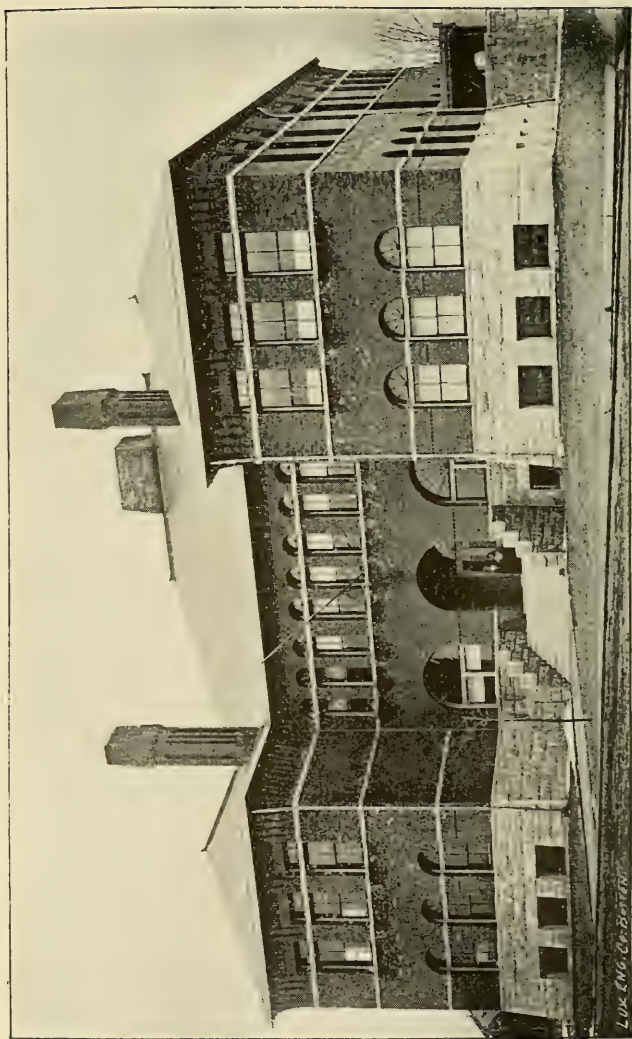
Nameang Schoolhouse No. 5. — The building is a parallelogram, with a wing at the north and at the south ends projecting towards the boulevard 16×28 feet front. The entire front is 96 feet in length, the sides 81 feet including the wing. The foundations are of granite, cut random ashlar quarry face above ground, and reaching eight feet high above grade, the coping forming the sill to the first-story windows and the first belt course. Above this the building is of brick, outside walls 16 inches thick, inside partition walls 12 inches thick, and belt courses of granite. The second granite belt course forms the sills to the fan lights in each story. It has a four-foot-high corbel-brick cornice. The windows are four lights, 22×30 inches in the first story, and 22×36 inches in the second story with fan lights; fan lights over the doors. The doors of the schoolrooms slide. The front entrance has granite steps, and the north and south entrances granite steps and porticoes of brick. The roof is slated. The air by the ventilating system is changed every twenty minutes, a constant current of warm, *fresh* air coming during school hours, and passing out by registers, under every window and under the floors, which are raised from the joists by 2×3 -inch furring, through foul-air flues, through water-closet base to a large ventilating stack which goes up and out at the ridge of the main roof.

There are ten recitation rooms, five on each floor, 30 feet long by 25 feet wide. The upper and lower halls are 95×20 feet. The three west rooms on the upper floor are arranged with Wilson's patent folding blinds, and moveable wainscot partitions so as to be thrown together when necessary. The library, teachers', and principal's rooms and supply rooms are arranged on the east side of the halls, about the main entrance. The floors are double, the upper side narrow Georgia pine, of which the wainscot throughout the building and the stairs and wardrobes on the sides of the halls are constructed. The basement has a concrete and cement floor four inches thick.

Each story is thirteen feet high in the clear.

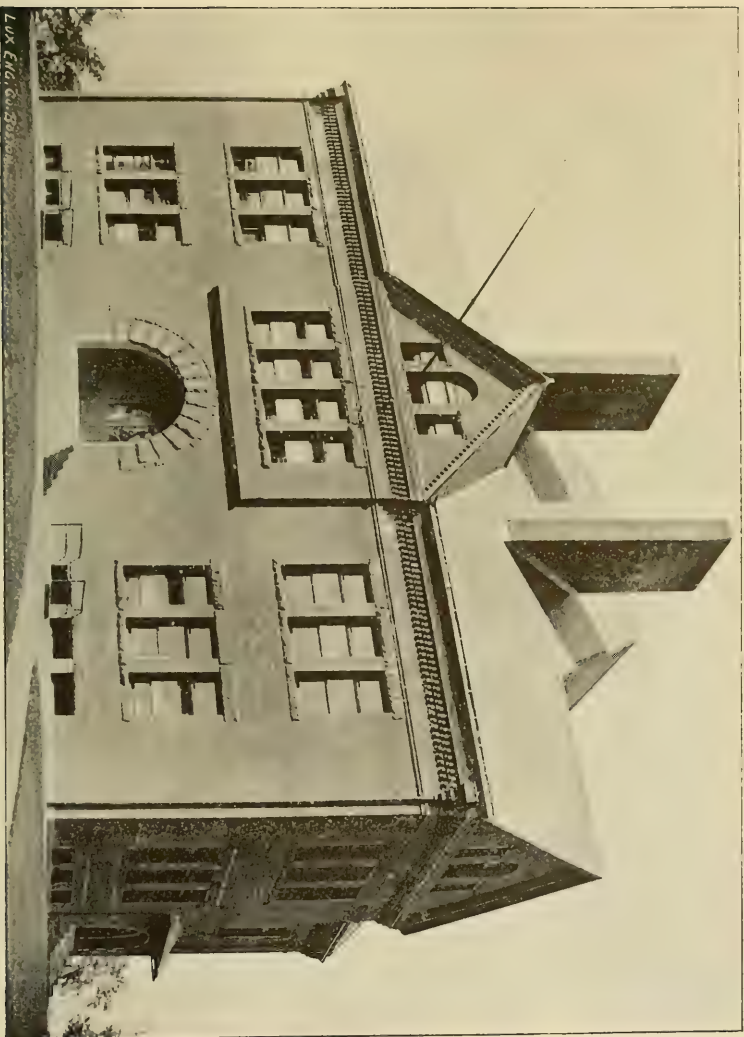
The roof is supported by an iron truss.

It is a very substantial building, and in all points a success.



NAMEAUG, NEW LONDON.

LOK ENG. CO. BOSTON



WILLIAMS MEMORIAL, NEW LONDON.

Lux Eica 6.35000

Williams Memorial Institute. — The Williams Memorial Institute, New London, is one of the finest high school buildings in the country. It is built of granite with trimmings of sandstone. The style is Romanesque.

All interior arrangements are very spacious and complete.

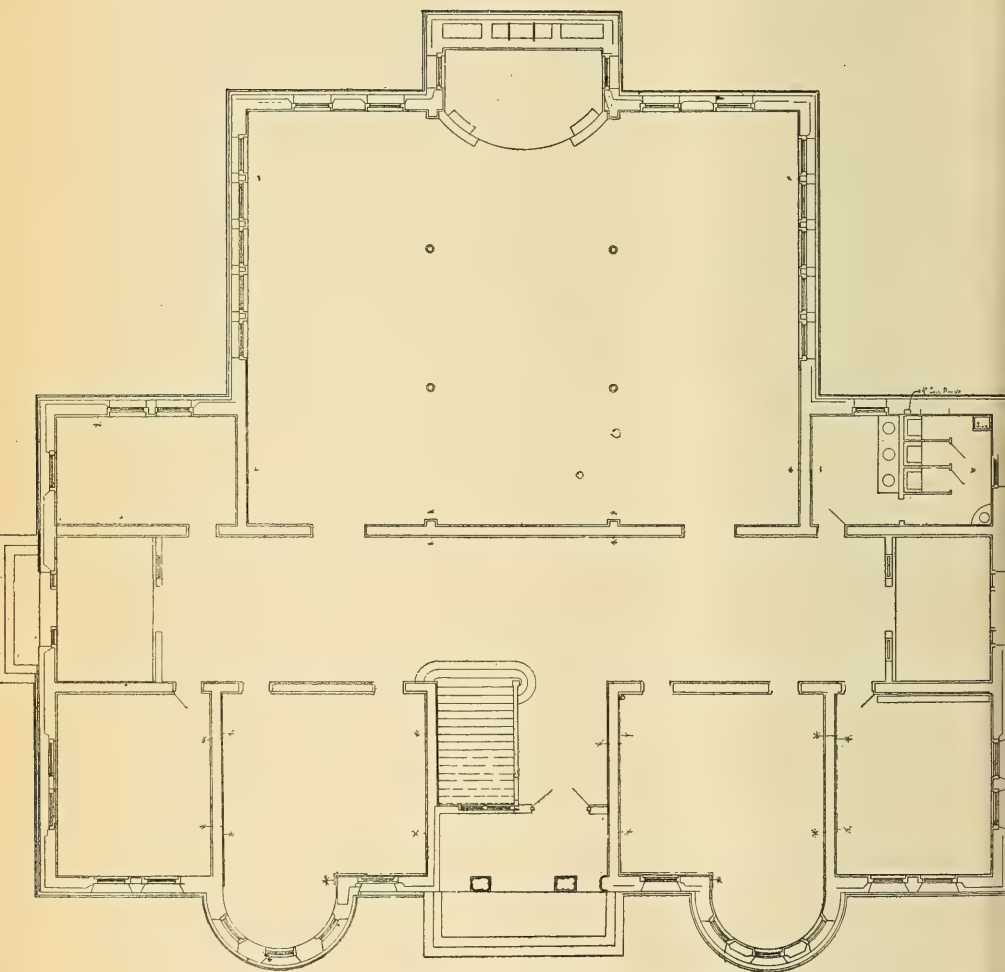
The building accommodates 175 pupils.

The ground floor space is taken up with a large assembly room, toilet rooms, teachers' room, library, and class rooms, separated by a hall 16 feet wide, running through the building.

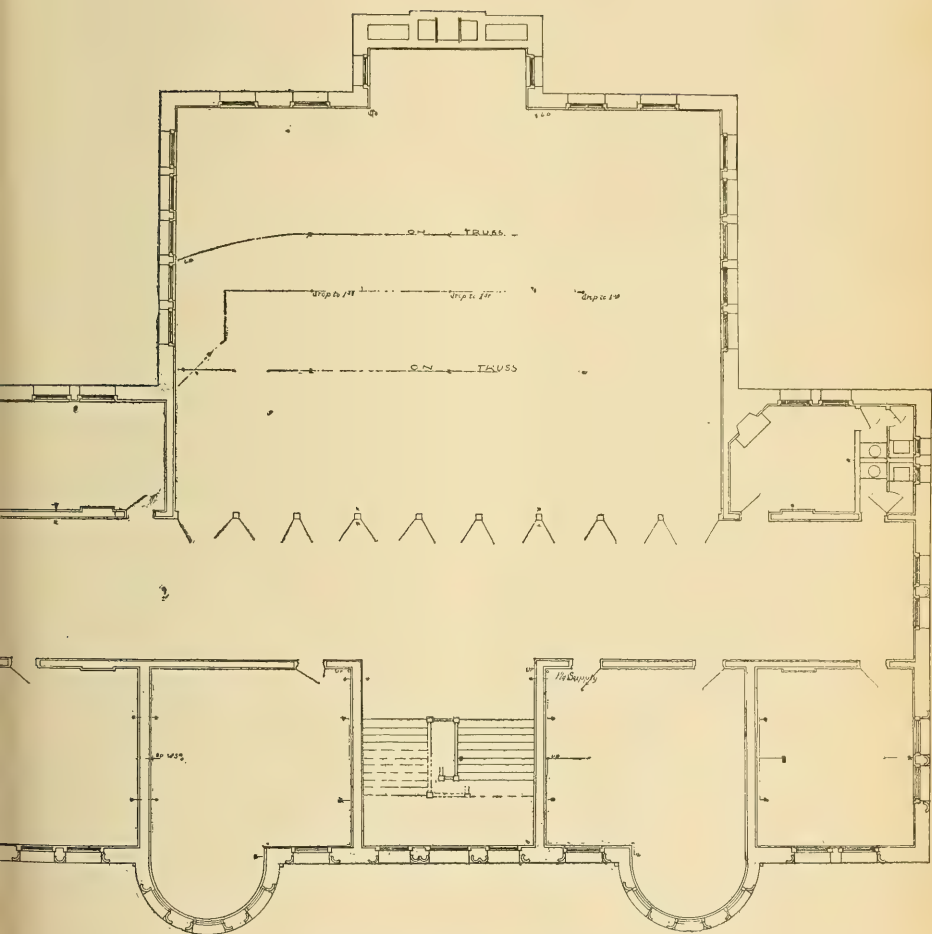
On the second floor are more class rooms, toilet rooms, and a lecture hall 60 feet long, 46 wide, and 26 high.

On the third floor is a gymnasium, 100 feet long, 30 wide, 18 high.

The cost of the building was \$75,000.



WILLIAMS MEMORIAL INSTITUTION.
(1st floor.)



WILLIAMS MEMORIAL INSTITUTION.
(2d floor.)

HARTFORD.

Second North School.—The Second North District schoolhouse is of brick, 95 x 150, relieved with brownstone, two stories high, with basement; and contains fifteen schoolrooms and an assembly hall, two recitation rooms, a library, and the principal's office. The exterior architecture of the building has been made properly subservient to the requirements of the interior. For this reason the windows are absolutely plain, square, and high, so as to throw the light into the farthest corners of the schoolroom.

The entrance for the teachers and visitors is on High Street; that for the girls at the south end, and that for the boys at the north end. These open directly on to the broad and easy staircases connecting with the rooms above and with the play-rooms below. Entrances are also provided on the west side through the passages (open at the sides) which connect the water-closet building with the main building.

All the doors open outward. The heating apparatus is in a separate building. The same roof covers the two water-closet rooms, but these are entirely distinct from the boiler-room. The walls are of brick, and the floors are of concrete on iron beams and brick arches. There is a space below opening from the boiler-rooms in which the soil pipes are fully exposed, thus facilitating inspection and repairs.

The building is heated by fresh air passing through steam coils in the basement, thence passing through brick flues to large registers placed half way up the walls of each room. The foul air leaves through floor registers, passing through flues to the boiler-room, where a powerful blower forces it up the great chimney. The warming and ventilating apparatus is arranged to keep the air of the room so pure and fresh that it will not be necessary to open the windows for that purpose.

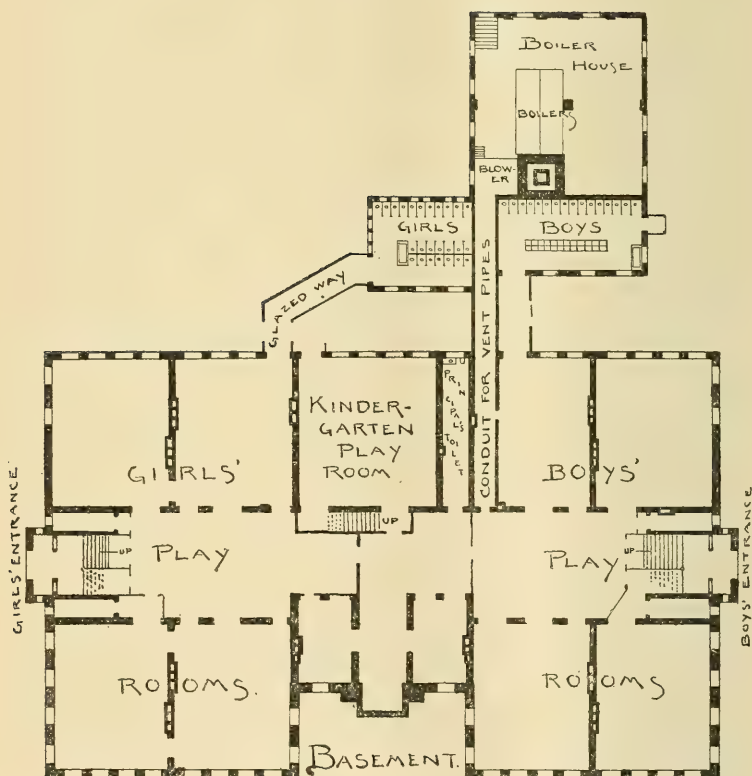
The schoolhouse is constructed on the slow-burning principle; the floors are of solid plank resting on heavy timbers spaced about eight feet apart. Therefore there are no concealed spaces in which fire and vermin could spread. The necessary air spaces on outer walls are cut off from the

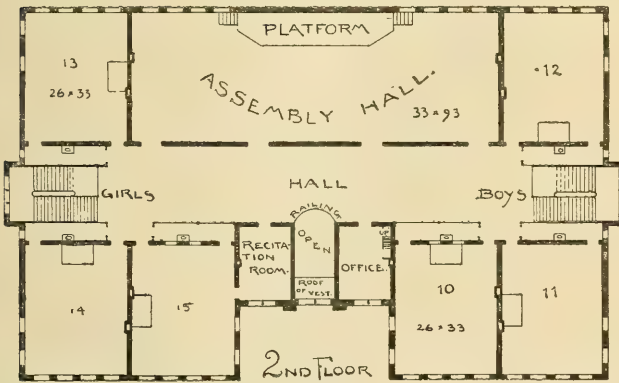
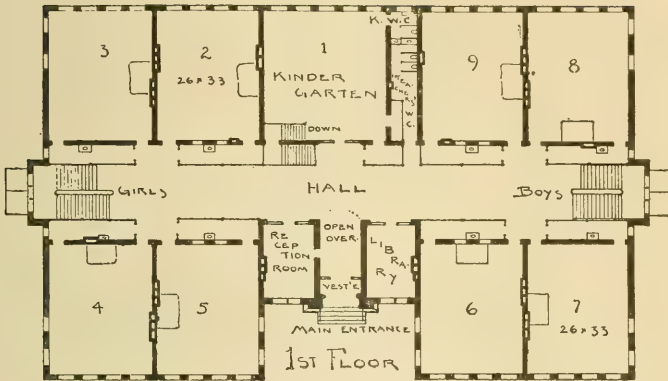
floors by projecting dados of solid brickwork, so that fire cannot work its way from one room to another without being at once perceived and readily checked. And if the roof should get afire, the solid plank ceiling of the second story would ward off the fire for several hours, giving ample time for all occupants to leave the building.

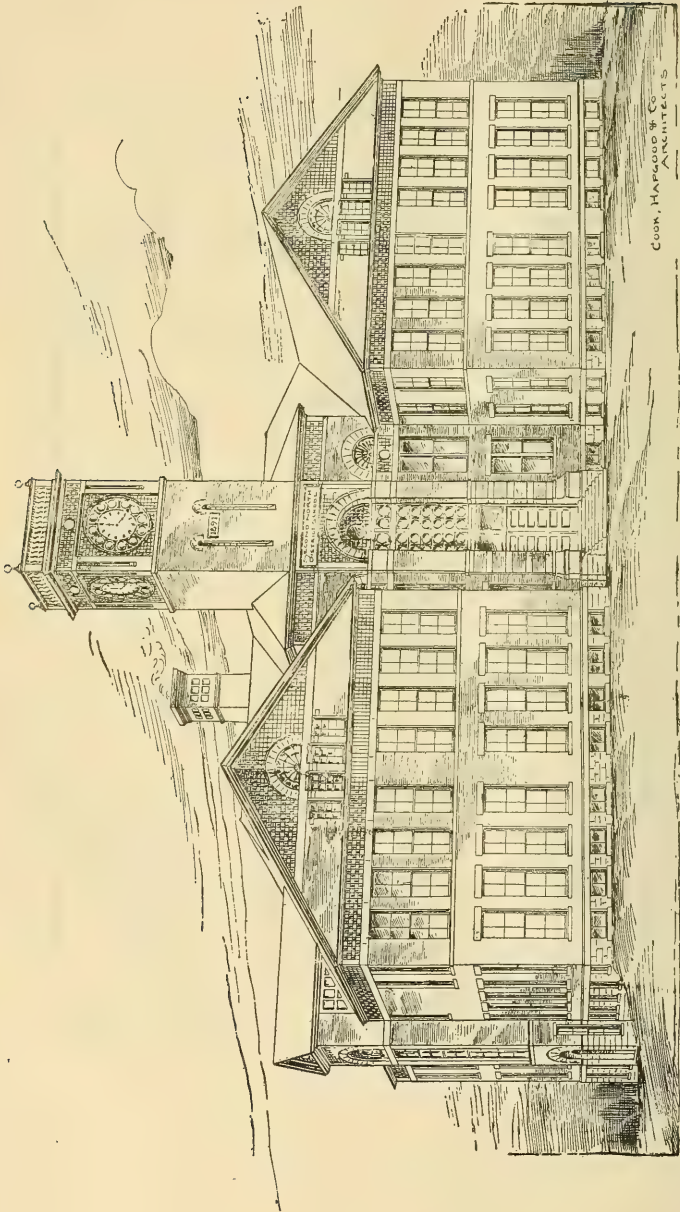
The dressing-rooms are simply high screens, open at top and bottom, so as to afford ample light and ventilation. The blackboards go entirely around each room, and are solid slabs of slate. This is more expensive than ordinary blackboard paste, but it is far more durable, and it is much easier to work upon. Above the slate is a band of woodwork on which exhibition work is to be affixed.

The ceilings are finished in beaded sheathing applied directly to the solid wood construction, painted a very pale canary color. From the principal's office radiate bells and speaking tubes to each room and to the janitor in the boiler-room. The bells are so arranged that they can all be rung simultaneously if desired. The playgrounds and basement play-room bells are also rung from the principal's office.

Among other points considered in the planning of the building is the ease with which a few teachers can control all the halls and stairways. Another point usually neglected in schools but incorporated here is the provision for teachers' wardrobes. These are built into a wall of each room, and besides giving space for the teachers' outer garments, provide adjoining compartments for the public school books. There is also a well-appointed toilet room for the teachers, and a separate one for the principal and other male instructors.







REPORT ON THE CONDITION OF SCHOOLS IN FAIRFIELD COUNTY.

The following report of schools in Fairfield county, made by a committee of teachers appointed by the County Teachers' Association, is deemed worthy of a special place and recognition. It derives importance from the fact that it is the work of experts,—those to whom the evils of a weak administration, or the advantages of a strong system, are manifest :

To the President of the Fairfield County Teachers Association :

SIR: At our last annual meeting we were appointed a com- Field of inquiry.
 mittee "to consider the condition of the country schools and means for their improvement." In our endeavor to fulfill our commission we have construed the adjective "country" to be both descriptive and definitive: definitive in that it includes schools of our county only, and descriptive in that it includes only schools of one department. In pursuing our study, however, we find that the schools of our smallest villages, and which often contain two departments are subject to almost the same burdens that schools of one department are subjected to, and we have thought that these schools also come fairly within our field of inquiry. Our report, then, has reference to the schools of our county, which contain one and two departments and which are located in our farming districts and in our smallest villages.

The children attending the public schools of our county are Schools of county inquired into.
 gathered in 498 schoolrooms; in round numbers, 500. Of these 500 schoolrooms, 206, or more than two-fifths, come within the definition of our commission, and so within the scope of our inquiry. That is to say, three-fifths of all the public educational work of our county is done in schoolrooms located in school-buildings, where the work is divided into three or more grades, and two-fifths of it is done in schoolrooms either isolated or located in a building which contains but one other schoolroom. It is the condition of these two-fifths that we have been asked to investigate.

Our first step was to secure the co-operation of acting school Circular.
 visitors and the teachers of the ungraded schools. A circular letter of inquiry was prepared and sent to every school officer in our county. We believe that our letter found its way into the hands of every member of every board of education of every

Inquiries.

town in our county and, we hope, into the hands of many, if not all, of the teachers of the ungraded schools. In that letter of inquiry we briefly stated our commission and outlined the current of thought which led to our appointment. We explained, (1) That while a large part of the children of the county are taught by teachers in ungraded schools, yet our membership is composed almost wholly from teachers of graded schools; (2) That our exhibits of pupils' work was wholly from graded, and not at all from ungraded schools; (3) That our discussions were conducted by men and women employed in graded schools, and not at all by teachers from our country schools. And we asked, (4) Whether a course of study bearing a general likeness to the course already in use in our country graded schools would be a help to the teachers of the ungraded schools, and to the officers superintending them; (5) Whether it be possible to make supervision more minute and so more helpful to the teacher; (6) Whether the abolition of district lines and the substitution of town management with a stated course of town teachers' meetings would brighten and lighten and strengthen the work; (7) What help, if any, the teachers of graded schools can extend to teachers of ungraded schools.

Answers to circular.

To our communication we have received several oral, and twenty-two written, replies,—three of the latter came from other counties, two from members of our own committee, eight from teachers of the county, and the rest from those who have been teachers and are now school-visitors or from those who are interested in school affairs. These replies represent but six of the twenty-three towns of our county. We are not surprised at the small number of answers to our questions. The facts that our questions were, to many, novel, and required time for consideration,—that our request was singular, and the method of answer uncertain,—that our interest in the schools of the county, other than our own, was unusual, and required explanation,—that it is always easy to do to-morrow what might be done to-day,—that there is little hope to do anything to improve the condition of country schools so long as they remain under a divided management—all these and other considerations have no doubt contributed to the paucity of answer and will prevent us from giving an exhaustive report.

Character of report.

While our report cannot be comprehensive it will be sufficiently full to indicate the trend of thought among the few, and of the need of effort to arouse thought among the many. Those

who have replied at all to our inquiries have, for the most part, given us thoughtful replies, and many of those who have not replied, we are confident, will be led to think on the questions which our circular raised. We proceed to summarize the opinions we have received.

Some our correspondents have recited the aphorism that the Teachers. teacher makes the school. While none draws the inference, yet it lies on the surface that there is no way to better our schools but to better the character of the instruction; that is, to better the teachers; that is, to better the pay; that is, to do the impossible. Your committee beg to go as cheerfully far as any in acceptance of the principle that the teacher makes the school; they agree that no course of study, no systematic supervision, no improved schoolroom accessories, no improved methods can ever take the place of the born and trained teacher; but they are also convinced that the work now doing in our country schools must continue for a long time to be done by persons no better qualified by inheritance and training than those now doing it; they are convinced that to double the salaries of those workers would not double their effectiveness? they are convinced that in many instances as good work is doing in our country schoolrooms as in our best city schoolrooms; and they are convinced that there is as good an opportunity to show results in an ungraded school as in a graded school, and a better opportunity to show generalship. The practical question is not, How to get other and better trained teachers, but How to make secure in their positions, contented in their lot, progressive in their notions, self-sacrificing in their character, these we have. Not, How can we get better teachers than we now employ? but, How can we cheer those already at work? What hindrances to their success can we remove? What helps to that success can we offer?

The chief obstacle to success is the divided responsibility; we Town and district management. mean the present system of combined town and district management. "For myself," tersely writes one of our correspondents, a railroad man, "For myself, I cannot see any great opportunity to remedy the matter noted, until district lines are abolished and the schools placed under town management."

"To go right to the point," writes one who subscribes himself an ex-teacher and school visitor:

"To go right to the point without further preface, I should say that two measures seem to me to be a solution of the puzzle,—first, abolish the school committee and place the schools under the entire control of the Board of Education."

Another correspondent writes :

"The third obstacle in the way is the present district management. All the schools of a town should be under the management of a central board. This would throw greater responsibility upon the Board of School Visitors, and would make possibilities of promotion that would be a great incentive to all teachers. It would lift the district school out of the uncertain government of an annual school meeting attended by only a minority of voters."

Still another writes :

"I believe in the consolidation of school districts Finally, I believe in country towns especially, and our public school system throughout needs to be born again."

Another school visitor orally condemns the district system. But one correspondent gives expression to a doubt, that town management would in all cases prove a gain. Your committee have no hesitation in saying that if a census of experts in school management in Fairfield county could be taken that the vast majority would be in favor of town management. And the first recommendation of our report is that this association take some unusual method to convince the legislators from Fairfield county that such is the opinion of the school men of our county, and to petition and re-petition, in season and out of season, until we secure the reform.

Abolition of district lines.

Your committee beg to add a word of caution: we wish to say that the abolition of district lines will not of itself secure better schools. The abolition of district lines will remove an obstacle to success and that is all. The graded schools of our cities are successful, not because they are graded, or not for that reason only; they are successful because of the permanency of position which a consolidated management offers to the teacher, and the daily oversight and help which that oversight brings. The ungraded schools of our country, if they are unsuccessful, are so, not because they are ungraded, but because of the uncertainty of the tenure of positions of both teacher and committee, and the lack of oversight and support. In our district system a complete change of management can be effected in a single evening by a disaffected minority of voters, said minority of voters led by some man who has been made angry because his daughter wasn't hired to teach, or because the teacher didn't board at his house. In our town system a complete change can only take place after three years of effort,—a time entirely too long for any petty cabal to maintain its influence. The grand argument for the

Permanent tenure of teacher's position.

abolition of the district therefore is the permanency which may thereafter attach to the position of teacher, and so the removal of one obstacle to the improvement of the schools. Your committee are therefore unanimously of the opinion that the efforts of all good men in our county should be bent to the effort to abolish district lines, and, as said before, we make it the first objective point of our report.

But we do not believe, with the first correspondent quoted, that nothing can be done until district lines are obliterated and the town assumes a single control; they believe, on the contrary, that much can be done to improve our country schools, even under the present conditions of management. And, fortunately, they are able to furnish an instance from another county where much has been done. The town of Bristol, Hartford County, is divided into thirteen school districts, each district electing its school committee, and the whole under the control of a town Board of School Visitors. Some ten years ago a gentleman who had been a teacher in one of those schools resigned his position to practice law in the same town. Shortly afterwards he was made an acting school visitor and began his philanthropic work. Because he had been a teacher himself he knew something of the difficulties of those actually doing the work, and so secured the support and coöperation of those still doing it; because he was sincerely determined to better the outlying schools, he secured the coöperation of committees who were quite willing to defer to his judgment on the merits of teachers; and because he set an object before both teachers and pupils he secured some enthusiasm in the school course, and some gratitude from parents who were only too glad to continue him in office. He established a course of study of ten grades for village and country schools alike; he accompanied his course of study with examinations and graduations. These annual graduations from the grammar school course were at first attended by a few persons only, but of late years the village opera house is not large enough to accommodate the throngs of auditors. In conjunction with others he has secured the erection of a high school building at an expense of forty thousand dollars, and when he found the burden of supervision too exacting on his own time he secured the consent of his townsmen to the proposition that the principal teacher of the largest village grammar school should give half his time to overlooking the outlying country schools. We are indebted to Hartford

Improvement of
Schools under
district system.

Bristol.

County, to Bristol, and to John J. Jennings for an example of what can be done under the old district system, an example, we are happy to report, which has been imitated by one town of our own county within the past year. By what town and under what circumstances will appear a little later in this report.

Course of study. The first object to which we should bend our energies therefore, is the abolition of the district, but it is not the only object. The second object for which we should labor is unification of effort; we mean the hearty consent of committees, of teachers, and ultimately of parents and pupils that there should be a uniform town course of study, for graded and ungraded schools alike. What boys and girls should study, and how they should master it in our country schools, should no longer be left to the prejudice of the pupils themselves. Neither should it depend on the whims of the parent or the helplessness of the teacher. Pupils should not promote themselves from reader to reader, and class to class, and the teacher and supervisor should be the judges as to whether a certain grade of work has been satisfactorily accomplished. We proceed to illustrate our conclusion by extracts from our letters.

Effect of course of study. A teacher in one of our village graded schools whose fate it is to receive occasional additions to her list of pupils from private schools and outlying country schools, reports that such pupils are quite apt to be excellent in oral spelling, but poor in written spelling. When we reflect that "spelling" is of no use whatever except in the written expression of thought, it will be seen that the emphasis placed on the written spelling by the graded school is normal, and the attention given to oral spelling in the country school, while better than nothing, is simply carelessness, and the blind following of the old-fashioned routine. The same teacher remarks further, that pupils from the ungraded or private schools are excellent when reading in recognizing words, but poor in giving expression to the thought. But here again the village school is right, for we do not read to pronounce words but to grasp thought. She says again that such pupils have no notion of a sentence as a complete thing and have never been taught to begin it with a capital, and finish it with its proper sign of completion. She quotes the statement of one of her pupils who says, "I never heard of Language (as a study) till I came here." Once again she says that those pupils are apt to be good in the processes of arithmetic, but have no notion of number. The principal of one of our large city graded schools remarks that pupils from the

country cannot classify, because they are so deficient in penmanship, and in the written expression of thought. Clearly it is time that a course of study for the country schools were established. A course of study will be a support to the good teacher, and a weeder-out of the incompetents. It will point out the path which children should pursue, and not leave them so largely to their own immature choices. It will prevent unwise parental dictation. It will furnish a standard of comparison to the supervisor.

We next quote from a letter seemingly in opposition to this view, but which, we submit, is a real confirmation of the same. A teacher, doing excellent work in one of our country schools—now, alas! promoted (?) to a village graded school—recently sent two well-prepared pupils to the Stamford High School. The principal of that high school, speaking complimentally to the School Visitor of the town from which they came, said that he should think that those girls had been taught to use reference-books. The Visitor, in reply, could not answer upon that point, but, in a general way, could say that Miss Blank's was the best country school he had ever known. The same Miss Blank writes:

"I have taught for nearly seven years in ungraded and partially graded schools, and, having during this time had opportunity to become acquainted with the methods and to observe the work accomplished in various graded schools. . . . I have not found the amount of thorough work done by the graded school much in advance of that in the country school. For four years I taught where a course of study had been introduced into the rural districts, and I think it was generally admitted that no better work was done than before its introduction."

Now, we submit that this testimony, seemingly adverse to our position, merely sustains it. No wonder that no better work was done with than without a course of study by teachers like Miss Blank. Teachers of this stamp need no course of study; a course of study for such teachers, while it does not hinder, does not much aid them. But what of the larger class of teachers, who have not a clear idea of what they are aiming at? Shall we furnish no guide for these? Let us hear what other teachers say.

Another teacher of a country school (a gentleman) writes:

"I very much approve the method of action suggested in the circular, having long vainly sought some similar means by which my work might be rendered more efficient and I might be enabled to keep pace with modern educational thought and methods. I cannot speak for others, but if the teachers of ungraded schools in the country feel the need of improvement and assistance as much as I, the suggestions embodied in the circular will be most gratefully received."

Right here your Committee would repeat that they are not advocating for ungraded schools a course of study which should be rigid, but a course of study which should be advisory and suggestive; nor are they advocating a course of study without reward — on the contrary, they propose that it shall be accompanied by sympathetic and helpful supervision, and finished by examination and graduation.

Continuing our quotations from our correspondence, we present next a letter from a lady — a teacher in a country school :

“It is my idea that a course of study in our ungraded schools would be a great load off the shoulders of the new teachers, also a help to the experienced ones in instructing the children, though I fear it would be difficult to carry out the use of such a system to the letter. Still, each teacher might use his or her judgment in adapting it to circumstances. . . . If we could have a superintending officer (the right man in the right place), who would help, and not hinder, us, I, for one, would say, ‘Yes, with all my heart.’”

Your Committee believe that if a course of study were adopted and accompanied with examinations and graduations, the interest of parents, as well as teachers, committees and pupils, would be deepened; they believe that a greater regularity of attendance would ensue, and a greater attention to the needs of the schools — text-books, crayon, paper for examinations, blackboard room, reference-books, library books — would follow.

The following letter, from a lady (country school) teacher, though somewhat long, somewhat complimentary to our letter of inquiry, and somewhat too hopeful, is so evidently from the heart, that, omitting names and date, we quote it entire :

“DEAR SIR:— In answer to the ‘letter of inquiry’ received from the Committee, on which your name appears, may I beg leave to express to you, and through you to that Committee, the encouragement their sympathy and offer of help gave one ‘rural district’ teacher? The difficulties, that at a superficial view might be named legion, when thoughtfully written on paper come within the scope of explanation—I would I might say redress; perhaps the Committee will add that.

“My greatest trouble is from non-attendance. Out of forty registered, the average will seldom exceed twenty-eight. Many live far from the school; there is no fear of non-promotion; I can only appeal to the parents, and endeavor to arouse ambition in the pupils themselves. My efforts have not met with the success I keep hoping for, though there is some improvement lately.

“My next big difficulty has been the want of books. For the past four years in this district one-third of my pupils did not have the materials they should have had; and, though I appealed to the district committees for town aid in

the matter, we did not receive it. Since September last there has been improvement in that difficulty.

"During two of the five years I have taught in the —— district, I have had drawing as a regular part of our work; the children imbibed my love for it, and several showed talent. We had many good results, especially in map drawing; but I had never received any intimation that our work would be welcome in a county exhibit. Having been retained so long in one district which I know to be one advantage to an ungraded school teacher, I have been able to combine my classes pretty well into three grades, not including the primary. If a course of study were planned and vigorously adhered to, notwithstanding difficulties, and an examination—a real examination by some other than the teacher—were had, perhaps twice a year, some good must accrue. More than that, for a beginning, we could not ask. To those who have offered aid in our trying and unsatisfactory, though often happy, labor, and for the multitude of little ones in whose behalf you speak, I thank you."

One of our most thoughtful communications comes from a a Supervision by School Visitors. clergyman, and for many years an Acting School Visitor. From this letter, too, we feel that we must quote at length, especially as it is the most despairing view of the situation which we have received. On some of the points raised by this gentleman we have already given an opinion; as to some of the others we will simply remark: (1) that the wealthier towns will be more willing to aid the feebler ones in supporting their schools when they see those feebler towns doing something energetic to make those schools efficient; (2) that membership of our Association costs but twenty-five cents per year; (3) that home talent is as good as imported talent if it be as consecrated; (4) and that while the pay allowed to Acting School Visitors is indeed quite shabby, yet, speaking generally, it is a fair compensation for the real worth of the services rendered. We quote:

"There are many difficulties in the way which can not easily be surmounted. A membership on the part of the teachers in the County Association is eminently desirable. One thing operates against this,—the fact that many of the teachers do not intend to pursue teaching for much length of time. They therefore have not the disposition to take the trouble and incur the expense of being members and attending the meetings of the Association.

"There is great need of a larger culture on the part of these teachers. The compensation for teaching is, however, so small that there is little encouragement for these teachers being at the expense of time and money sufficient to obtain such culture. An enlarged compensation is not easily secured. The towns, judging from this town, are poorly able to appropriate more money than now for this object. I know not how this increase of money can be gained, unless it be from the State. The wealthy cities and towns ought to be willing to aid their poorer brethren in this regard. It would be for their advantage, as well as for that of the aided towns.

"On account of the smallness of the wages, and of the schools also some-

times, the school visitors feel constrained to be lenient in their examinations and give certificates, though the qualifications are not such as they would otherwise require. It is not easy to obtain other than home talent for teachers. Better wages can be obtained in other positions. Paying for board makes the net income small.

"The supervision of the schools as now practiced is inadequate. In this town there are two terms in the school year. . . . The State law requires a visitation of each school twice each term, and the custom here forbids more, unless it be at the expense of the visitor. . . . More frequent visitations of the school, it seems to me, would produce good results. Besides, the compensation of the school visitor is certainly small. It pays him illy to furnish or hire a buggy and ride four miles and visit a school, and receive \$1.00 therefor, as the law prescribes.

"A course of study in the theory seems desirable. I have felt that it might be a good thing for the schools of this town, yet the frequent change of teachers, sometimes in the course of a single year, and the irregularity of attendance which so prevails, might prevent its success. I would like to see it tried, and cannot but hope that it would have good result.

"The continuance of teachers who are successful in the same school, not only for one year, but for a number of years, is needful. The frequent changes in committees interferes with this practice. For that and other reasons, the abrogation of the district system . . . would tend to produce an improvement in our schools."

We should be glad to quote farther, but space forbids. We should be sorry to see a course of study attempted in a town such as our correspondent describes. Without much oversight it would surely fail. If one or two towns of this character would join in the enterprise and employ a single overseer, the outlook would be far more hopeful.

"Could not the ungraded schools of the county be divided into sections and each section be placed in charge of an agent or superintendent?"

writes another correspondent.

There are in our county two distinct classes of towns: (1) shore towns and manufacturing towns, which are comparatively wealthy, and (2) the farming towns, which are comparatively poor or which think themselves so. Each of these classes has its duty: the duty of the farming towns is to make a sustained effort, hoping in the near future to make their schools better; the duty of the other class is at once to improve the condition of their own country schools. We are happy to report that one of the towns of this class has just taken a new departure looking towards this result. The outlying schools of the town of Stamford have long been faithfully visited under the old system and were not in bad condition for country schools. But the Board of

Education was not satisfied. They determined on an experiment. Calling to their aid the experience of one of their grammar school principals, they have given him leave of absence from his own school for a large portion of his time, voted him a conveyance from school to school, and commissioned him to make the country schools as good as the borough schools. It is, of course, too early yet to report results. Except that he contributes two or three suggestions to this report, the gentleman referred to wisely prefers to make no announcements. Time and effort will tell. We are glad to be able to report the fact of his appointment to this work, however. Stamford* is the first town in our county in this line of work ; which shall be the second ?

The third conclusion to which we are forced follows from what has already been said ; it is that supervision by acting school visitors is valueless. This is not saying that the gentlemen now performing this duty are not conscientious, learned, and sincerely desirous to do good ; it is saying that the system of which they are functionaries, has had its day. Supervision to be of value must not only be conscientious and learned ; it must also be skilled, painstaking, loving, and constant. We do not believe that any course of study will be of any permanent value unless it is accompanied with wise, painstaking, helpful, and minute supervision. The experiment in Bristol shows how it may be begun even under the district system ; the experiment in Stamford shows how it may be done under the consolidated system.

We could easily cull much more from our letters and from our own observation, but we feel that we have already discharged the commission laid upon us. We have reported,—and we beg

Recapit lation

* Since the completion and presentation of our report two members of our committee have called on Dr. Hurlburt of Stamford to gather his views on the recent action of his town. We found the doctor enthusiastic over the new departure and the new prospects. He has himself been acting school visitor for many years, and a conscientious one, too, and this fact makes his testimony of far greater value. "The new plan," says Dr. Hurlburt, "makes the country schools sharers in the vigor of the borough schools. Supervision by a man who has his hand in, whose whole time is given to school work, and whose whole study is perfection in that work, must secure better results for our country schools than the best-intentioned efforts of an outsider. None of our old acting school visitors are familiar in detail with the new system. Did you see our exhibit of the work of the country schools at Bridgeport? How did it compare with the work of the borough graded schools? Why, the new plan is better every way, and if Mr. Isham does his duty the problem is solved."

to recapitulate,—(1) That the wealthier towns of our county ought at once to begin the systematic supervision of their country schools, and (2) That the farming towns ought to make singly or unitedly a sustained effort looking to such supervision in the near future. We have said that in our opinion these two efforts should take the same direction and should look towards a course of study essentially identical with that pursued in our town graded schools, said course of study to be accompanied as they are with examinations and graduations. We have said that the chief obstacle in the way is the district system, and we have urged petition for its abolition. Our recommendations for immediate action on the part of this association will form our next and concluding paragraph.

Recommendations.

We recommend the appointment of a committee to secure at our next annual meeting the attendance of as many members of the county's boards of school visitors and boards of education as possible, for conference upon this subject. We recommend that that committee be further charged with the consideration of the condition of the country schools, and that a second report upon the subject be made at that time, to be participated in not only by members of this association, but by members of the above-named boards as well. We recommend that a resolution be passed respectfully requesting the Secretary of the State Board of Education to make an examination of both the graded and ungraded schools of our county and print the same in his next annual report.

All of which is respectfully submitted.

M. A. WARREN, Greenwich,	} <i>Committee.</i>
D. S. SANFORD, Stamford,	
SIPSCO STEVENS, “	
CASPAR ISHAM, “	
F. H. BALDWIN, Fairfield,	
GEO. THOMPSON, Winnipauk,	
H. B. WIGHAM, Norwalk,	
C. A. TUCKER, “	
W. C. FOOTE, South Norwalk,	
J. M. SMITH, Danbury,	
H. D. SIMONDS, Bridgeport,	}
J. D. BARTLEY, “	

SPECIAL REPORT.

The special report herewith submitted conforms to the vote of the Board, requiring the secretary to continue the investigation into the condition of schools and education in this State.

New Haven county is here exhibited. Not all the towns could be completed within the time available for the inquiry; they will be added. The conditions in these omitted towns do not differ materially from the conditions in the cities and towns which are fully set out.

As in the former report on the condition of education in New London county (Report of 1889, pages 185-296, School Document No. VII. of 1890), this report is confined to the exhibition of facts. The result is given with the utmost fullness and with all possible accuracy. The school system and the teaching can be tested by the facts which are here collated.

This county presents the usual features of the State—an urban and a rural population—perhaps in more marked contrast than any other section. The cities are more numerous, and here is situated the largest city. A few of the towns are small, but these towns present no exceptional features.

No attempt has been made to distinguish in the matter of teaching between country and city schools. The large systems of organization and administration present peculiar features, which must be considered after a more extensive collection of facts. The teaching, however, ought to be and can be as good in country as in city schools, no matter how the conditions of administration vary. The question will be, whether one system is more likely than the other to secure good teaching and regular attendance.

The time occupied in these tests was the fall and winter of 1890 and a part of the year 1891. The tests were given by Mr. S. P. Willard, whose large experience and ability make his work exceptionally and unqualifiedly valuable.

The facts as to attendance, building, etc., were gathered

in the same manner and by the same persons as in the New London county inquiry.

An endeavor has been made to inquire more searchingly into teaching, methods, and results. In the former report, the inquiry into the teaching was prominent, but in the tabulation and statement of results the teaching was apparently subordinate to an exhibit of management and finance, to the administration of the school system. Moreover, the tests of schools were exhibited only in the percentages, or by illustrative *fac similes*.

In this report, the question asked and particularly answered is, "Is this school well taught? Are the means of teaching supplied, and, inferentially, are the children obtaining what they ought to obtain from our system of common schools?"

Schools and Teaching.

The following table shows the number of schools in the *Schools* county in the year when most of the schools were visited :

Number of towns in the county,	.	.	.	26
Number of school districts in the county,	.	.	.	167
Number of public schools,	.	.	.	245
Number of departments in public schools,	.	.	.	736
Average length of public schools,	.	.	.	191.75 days
Number of schools of two departments,	.	.	.	16
Number of schools of three departments,	.	.	.	12
Number of schools of four departments,	.	.	.	19
Number of schools of five departments,	.	.	.	7
Number of schools of six or more departments,	.	.	.	46
Number of public high schools,	.	.	.	7
Whole number of graded schools,	.	.	.	100
Number of evening schools,	.	.	.	20

The following facts are tabulated from the returns of school visitors, and give information as to organization and school management :

NEW HAVEN COUNTY.

TOWNS.	What is done in Manual Training.	Is Drawing taught?	Number of Kindergartens.	SCHOOL HOURS.				Have schools improved?	HAVE SCHOOL VISITORS PRESCRIBED				Are State Teachers' Certificates accepted?	Has Town adopted free Text Books?	Are Teachers' meetings held?
				Length of Sessions.		Sessions Begin.			Rules, etc.?	Course of study?	Supplementary Reading?				
				A. M. hours.	P. M. hours.	A. M.	P. M.								
												A. M.				P. M.
New Haven City...	woodworking, sewing, and cooking	} yes.	3	3	2	9	2	5	yes.	yes...	yes...	yes...	yes..	yes..	yes..
" Westville, South...	"		no.	3	3	3	9	2	15	yes.	yes...	no...	yes...	no...	yes..	yes..
Ansonia, South...	Beacon Falls...	yes.	2½	2½	2½	8.45	1.30	15	yes.	yes...	yes...	yes...	no...	yes..	yes..
Bethany, Branford...	very little.	yes.	3	3	3	9	1	15	yes.	no...	yes...	yes...	no...	yes..	yes..
Cheshire...	very little.	yes.	3	3	2½	9	1.15	15	yes.	yes...	yes...	yes...	yes	no	yes.
Derby...		yes.	3	3	3	9	1	15	yes.	no...	no...	no...	yes	no	yes.
East Haven...		yes.	2½	2½	2½	8.45	1.30	15	yes.	yes...	yes...	yes...	yes	no	yes.
Guilford...		yes.	3	3	3	9	1	15	yes.	yes...	yes...	yes...	no	no	yes.
Hamden...		(1) yes	3	3	3	9	1	15	yes.	yes...	yes...	yes...	yes	no	yes.
Madison...		no.	3	3	8	9	1	15	yes.	no...	no...	no...	yes	no	yes.
Merriden...		yes.	3	3	3	9	1.30	15	(2)	no...	yes...	yes...	yes	no	yes.
Middlebury...		yes.	3	2½	2½	9	1	15	yes.	yes...	yes...	yes...	yes	no	yes.
Milford...		no.	3	3	2½	9	1.30	15	yes.	yes...	yes...	yes...	yes	no	yes.
Naugatuck...		yes.	3	2½	2½	9	1.30	15	yes.	yes...	yes...	yes...	yes	no	yes.
North Branford...		yes.	3	3	3	8.45, 9.00	1	15	yes.	yes...	yes...	yes...	yes	no	yes.
North Haven...		yes.	3	3	3	9	1	15	yes.	yes...	yes...	yes...	yes	no	yes.
Orange...		yes.	3	3	3	9	1	10	yes.	yes...	yes...	yes...	yes	no	yes.
Oxford...		yes.	3	3	2½	9	1.45	15	yes.	yes...	yes...	yes...	yes	no	yes.
Prospect...		yes.	3	3	3	9	1	15	yes.	yes...	yes...	yes...	yes	no	yes.
Seymour...		yes.	3	3	3	9	1	15	yes.	yes...	yes...	yes...	yes	no	yes.
Southbury...		yes.	2½, 2½	2½	1½, 2½	9	1.15	15	yes.	yes...	yes...	yes...	yes	no	yes.
Wallingford...	very little.	yes.	3	3	3	9	1	10	(4)	no...	yes...	yes...	yes	no	yes.
Waterbury...	very little.	(5) yes.	3	2½	2½	9	1.30	15	yes.	yes...	yes...	yes...	yes	no	yes.
" Center...		yes.	3	3	3	9	1.30	15	yes.	yes...	yes...	yes...	yes	no	yes.
Wolcott...		yes.	3	3	3	9	1	15	yes.	yes...	yes...	yes...	yes	no	yes.
Woodbridge...		yes.	3	3	3	9	1	15	yes.	yes...	yes...	yes...	yes	no	yes.

(1) Limited.

(2) Some have; some have not.

(3) Only in High School.

(4) No particular change.

(5) Not generally.

The teaching force in these schools was as follows :		Teachers.
Number of teachers in winter,— male, 60 ; female, 793 ;		
total,	853	
Number of teachers in summer,— male, 58 ; female, 794 ;		
total,	852	
Number of teachers continued in same school,	802	
Number of teachers who never taught before,	80	
Average wages per month of male teachers,	\$129.65	
Average wages per month for female teachers,	47.19	
Increase for the year,		
Number of teachers whose wages was \$20 or less per		
month,— males, 0 ; females, 2 ; total,	2	
Number of teachers whose wages was from \$20 to \$25		
per month,— male, 2 ; female, 32 ; total,	34	
Number of teachers who had attended Normal School,	99	

TEACHERS AND SUPERVISION.

Teachers, Reading, Writing, Supervision.—The education and training of teachers, the teaching of Reading and Writing and facts as to Supervision are especially set out in the following table. (Table I) :

TOWN.	TEACHER.							CLASSES.		READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated from Normal School	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
A											
1	High School,...	Yes	No	No....	Yes.....	150	6	19	26	Word.....	Yes, and print
2	High School,...	No	Yes	No....	Sometimes. ...	40	4	13	27	Letters from words	Yes....
3	Academy,	No	No	No....	Some.....	12	6	12	16	Word.....	Yes....
4	Public School,.	No	No	No....	Sometimes....	6	6	17	24	Alphabet.....	No....
5	Public School,.	No	No	No....	Yes.....	108	81	13	19	Alphabet.....	Yes..
6	Public School,.	No	No	No....	Sometimes....	18	9	16	17	Alphabet.....	Yes....
7	Public Schools,.	No	No	No....	No.....	Years	36	18	25	Alphabet.....	No....
8	High School,...	No	Yes	No....	A little on hist. and geog. so'm's	6	6	23	30	Alphabet.....	No....
9	Public School,.	No	No	No....	No.....	5	5	24	29	Alphabet.....	No....
10	Public School,.	No	No	No....	No.....	5	5	21	24	Alphabet.....	No....
11	Public Schools,.	No	Yes	No....	Not usually....	135	33	22	31	Letters from words	No....
B											
1	Public School,.	No	Yes	No....	"Yes, try to".	2	2	21	25	Spelling.....	No....
2	Public School,.	No	No	No....	"For most of them"	225	72	19	20	Alphabet.....	No....
3	Public School,.	No	No	No....	Not specially..	6	6	23	27	Alphabet and spelling	No....
C											
1	{ College (1),... High Sch'l (3), Pub. Sch'l (5), }	3	5	2	8	*324	*113	†12	†11	Word and sentence	Yes....
2	Public School,.	No	No	No....	Yes.....	18	9	21	20	Letters from word	No....
3	Public School,.	No	No	No....	Yes.....	1	1	15	19	Alphabet.....	No....
4	High School,...	No	No	No....	For board work	27	6	13	18	Alphabet.....	Very soon
5	Public School,.	Yes	Yes	No....	Yes.....	27	3	17	19	Word and sentence	Yes....
D											
1	High School,...	No	No	No....	Sometimes....	20	20	19	19	.....	.....
2	High School,...	No	No	No....	Looks them all over	4	4	13	13	Alphabet.....	No....
3	High School(2), ....	.....	.....	.....	No, some days.	*8	*8	†14	†18	Alphabet.....	No....
4	High School,...	No	No	No....	No.....	25	25	16	18	Word.....	Yes....
5	High School,...	No	No	No....	Yes.....	144	3	16	19	Alphabet.....	No....
6	Public School,.	No	No	No....	Not much.....	96	45	18	26	Alphabet.....	No....
7	Public School,.	No	Yes	No....	For Physiology	Many	8	20	21	Alphabet.....	No....

* Aggregate.

† Average.

TABLE I.—TEACHING AND SUPERVISION.

*235

READING.			WRITING.		Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Does teacher give lessons?	What use is made of copy book?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors?	
No.....	No.....	No.....	Yes.....	For lessons in part	No.....	Acting Visitor	No	No.....	A
Yes.....	No.....	No.....	Sometimes..	Lessons.....	Yes.....	.....	.....	.....
Yes.....	Papers...	Yes....	Yes.....	Practice....	No.....	.....	.....	.....
Yes.....	No.....	No.....	No.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	No.....	Yes.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	A little.	No.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	No.....	No.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	A little.	No.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	No.....	A little....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	No.....	No.....	Lessons.....	No.....	.....	.....	.....
No.....	No.....	No.....	No.....	Lessons.....	No.....	11
Yes.....	No.....	A little.	Yes.....	For all but younger.	No.....	Acting Visitor	No	No.....	B
Yes.....	No.....	Yes....	Yes.....	In part.....	Yes.....	.....	.....	.....
Yes.....	No.....	Sometimes	No.....	Lessons.....	No.....	.....	.....	.....
No.....	Papers...	Yes....	Yes.....	Not used...	In part of the rooms	Act. Visitor and Princip'l	Yes	No.....	C
Yes.....	No.....	Yes....	Yes.....	Not used...	Yes.....	Acting Visitor	No	No.....	
Yes.....	No.....	No.....	Yes.....	Not used...	No.....	.....	.....	.....
Yes.....	No.....	No.....	Yes.....	Not used...	No.....	.....	.....	.....
No.....	No.....	Yes....	Yes.....	Not used...	Yes.....	.....	.....	.....
Yes.....	No.....	Sometimes	No.....	Lessons.....	No.....	Acting Visitor	No	No.....	D
Yes.....	No.....	No.....	No.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	Some..	No.....	Lessons.....	No.....	.....	.....	.....
No.....	No.....	No.....	No.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	No.....	Yes.....	Not used...	Yes.....	.....	.....	.....
Yes.....	No.....	No.....	No.....	Lessons.....	No.....	.....	.....	.....
Yes.....	No.....	No.....	No.....	Lessons.....	No.....	.....	.....	.....

TOWN.	TEACHER.							CLASSES		READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated from Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
	8 High School,...	No	No	No....	Yes.....	36	18	25	26	Word first, alphabet later	Yes....
	9 High School(5),	I	I	.....	2	*643	*166	†13	†15	{ Alphabet (1) Word and letter (2)	No, 2... Yes, 1...
E	{ College (2),... High Sch'l (12) Pub. Sch'l (4), High Sch'l (2), Pub. Sch'l (1),	{ I I I I No	{ 8 8 2 2 No	{ 5 5 2 2 No....	{ 17 17 3 3 Depends upon the lesson	{ *854 *854 107 107 9	{ *461 *461 69 69 9	{ †12 †12 51 51 23	{ †11 †11 51 51 23	{ Word and sentence Word and sentence Word, letters afterward Alphabet.....	{ Yes.... Yes.... Yes.... No....
	4 High School,...	No	No	No....	For some....	15	3	25	27	Sentence.....	Yes....
	5 High School,...	No	No	No....	In part.....	15	12	21	23	Alphabet.....	No....
	6 High School,...	No	Yes	No....	No.....	12	6	12	19	Word and letters	Yes....
	7 High School,...	No	No	No....	No.....	54	12	17	19	Word.....	No....
	8 Public School,...	No	Yes	Yes....	Yes.....	135	23	16	18	Word.....	Yes....
F	1 High School,...	No	No	No....	Usually.....	99	18	26	33	Alphabet.....	No....
	2 High School,...	No	No	No....	Yes.....	24	9	19	30	Words and letters	No....
	3 High School,...	No	No	No....	For some of them	12	12	20	25	Alphabet.....	No....
	4 Public School,...	No	No	No....	For some of them	87	24	25	34	Alphabet.....	No....
	5 High School,...	No	No	No....	Not usually...	9	9	18	24	Alphabet.....	No....
	6 Public School,...	No	No	No....	Only for some.	36	9	21	29	Word and letters	Yes....
	7 High School,...	No	No	No....	No.....	18	9	20	24	Word and letters	No....
	8 High School,...	No	No	No....	No.....	180	72	17	24	Sentence.....	Yes....
G	1 Public School,...	Yes	Yes	No....	Yes.....	72	8	26	33	Word and letters	No....
	2 Public School,...	No	No	No....	For some....	54	7	15	15	Alphabet.....	No....
	3 Public School,...	No	No	No....	Grammar and arithmetic	6	3	18	28	Alphabet.....	No....
	4 Public School,...	No	No	No....	Not always...	144	95	18	27	Word and letters	No....
	5 High School,...	No	No	No....	Not particularly	13	9	15	22	Alphabet.....	No....
H	1 Public School,...	No	No	No....	Yes.....	18	4	29	31	Word and letters	No....
	2 High School,...	No	No	No....	For some....	5	1	20	22	Alphabet.....	No....
	3 High School,...	No	No	No....	Yes.....	45	9	20	22	Word and letters	No....

* Aggregate.

† Average.

TABLE I.—TEACHING AND SUPERVISION.

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READING.			WRITING.		Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is oral spelling used?	Are supplement- ary readers used?	Is reading of chil- dren directed?	Does teacher give lessons?	What use is made of copy book?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visi- tors?	
Yes.....	A little...	Older pupils	To younger pupils	For older pupils	No.....				8
No, 1.....	No, 4.....	No, 2.....	No, 2.....	Lessons....	No.....				9
Yes, 2.....	Yes, 1.....	Yes, 3...	Yes, 3....						
No.....	Yes.....	Yes....	Yes.....	Not used...	Yes.....	Supervising Principal	Yes	Yes....	E 1
No.....	Yes.....	Yes....	Yes.....	Practice....	Yes.....	Acting Visi- tor	No	No.....	2
No.....	A little...	Yes....	Yes.....	Lessons in part	Yes.....				3
Yes.....	No.....	A little.	No.....	Lessons....	No.....				4
Yes.....	No.....	Yes....	Yes.....	For older pupils	No.....				5
Yes.....	No.....	No....	Copy on slates	Lessons....	No.....				6
Yes.....	Papers....	Yes...	A little....	Lessons....	No.....				7
No.....	No.....	No....	Yes.....	Practice....	No.....				8
No.....	No.....	No....	For younger pupils	For older pupils	No.....	Acting Visi- tors	No	No.....	F 1
Yes.....	No.....	No....	Yes.....	Lessons....	No.....				2
Yes.....	No.....	No....	No.....	Lessons....	No.....				3
Yes.....	Longfel- low leaflets	No....	No.....	Lessons....	No.....				4
Yes.....	No.....	No....	No.....	Lessons....	No.....				5
Yes.....	No.....	No....	No.....	Lessons....	No.....				6
Yes.....	No.....	Yes....	Copy for younger	For older pupils	Yes.....				7
Yes.....	No.....	No....	No.....	Lessons....	No.....				8
No.....	No.....	No....	Yes.....	One half the time	No.....	Acting Visi- tor	No	No.....	C 1
No.....	No.....	A little.	No.....	Lessons....	No.....				
Yes.....	No.....	No....	For younger pupils	For older pupils	No.....				3
Yes.....	No.....	No....	No.....	Lessons....	No.....				4
Yes.....	No.....	Yes....	No.....	Lessons....	No.....				5
Yes.....	No.....	No....	Yes.....	Lessons....	No.....	Acting Visi- tors	No	No.....	H 1
Yes.....	No.....	No....	No.....	Lessons....	No.....				2
Yes.....	No.....	No....	No.....	Lessons....	No.....				3

TOWN.	TEACHER.							CLASSES.		READING.	
	Education. }	State Certificate.	Attended Normal School.	Graduated from Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
4	Private School.	No	No	No....	No.....	6	1	25	28	Words and letters	No....
5	Public School, ..	No	Yes	No....	For younger pupils.	90	36	26	27	Alphabet.....	Yes....
6	Public School, ..	No	No	No....	Yes.....	207	3	20	20	Word.....	Yes....
I 1	High School (2),	No	No	No....	I	90	6	18	22	Word.....	Yes....
2	Public Schools, ..	No	No	No....	Yes.....	85	85	34	38	Word and phonic	Yes....
J 1	High School, ..	No	No	No....	Some.....	27	9	14	16	Word.....	Yes....
2	Public School, ..	No	No	No....	Yes.....	1	1	18	22	Word.....	Yes....
3	High School, ..	No	No	No....	Yes.....	27	18	..	..	.....	.....
4	High School, ..	No	No	No....	Yes.....	12	9	23	26	Word.....	Yes....
K 1	Public School, ..	No	No	No....	Yes.....	21	16	20	27	Word and sentence	Yes....
2	High School, ..	No	No	No....	Sometimes....	8	8	25	27	Alphabet.....	No....
3	High School, ..	No	No	No....	For some....	30	9	30	33	Word and letters	No....
4	Public School, ..	No	No	No....	As much as there is time for	27	9	26	28	Word and sentence	Yes....
5	High School, ..	No	Yes	Yes....	Yes.....	18	15	19	20	Word and sentence	Yes....
6	High School, ..	Yes	Yes	Yes....	Yes.....	8	8	25	25	Sentence.....	Yes....
L 1	{ Pub. Sch'l (1), High Sch'l (2), Priv. Sch'l (4), }	..	I	I	{ Yes, 5.... In part, 2.. }	*1035	*567	†11	†11	Words and letters	No....
2	Private School, ..	No	Yes	No....	Yes.....	153	117	15	17	Words and sentence	Yes....
3	High School, ..	No	No	No....	Yes.....	16	16	18	19	Words and sentence	Yes....
4	High School, ..	No	No	No....	In part.....	18	3	22	26	.....	.....
5	High School, ..	No	No	No....	In part.....	3	3	23	26	.....	.....
M 1	High School, ..	No	No	No....	Yes.....	54	27	17	19	Word and sentence	Yes....
2	High School, ..	No	No	No....	For arithmetic	27	9	19	20	Word and sentence	Yes....
3	High School, ..	No	No	No....	Sometimes....	45	18	21	23	Word and letters	No....
4	High School, ..	No	No	No....	Yes.....	9	9	23	26	Word.....	No....
5	High School, ..	No	No	No....	Yes.....	9	9	21	23	Alphabet.....	No....
6	High School, ..	No	No	No....	Sometimes....	6	6	22	22	Word and letters	No....

* Aggregate.

† Average.

TABLE I.—TEACHING AND SUPERVISION.

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READING.			WRITING.		Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Does teacher give lessons?	What use is made of copy book?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors?	
Yes.....	History...	No.....	No.....	Lessons....	No.....	.....	.....	.....	4
Yes.....	Yes.....	Yes..	Yes.....	Practice....	No.....	.....	.....	.....	5
No.....	Usually...	A little.	Yes.....	Lessons....	No.....	.....	.....	.....	6
Yes.....	No.....	No.....	For younger pupils	For older pupils	Yes.....	Acting Visitors	No	No.....	I 1
No.....	Yes.....	Yes.....	Yes.....	For advanced pupils	No.....	.....	.....	.....	2
Yes.....	Yes.....	No.....	No.....	Lessons....	No.....	Acting Visitor	No	No.....	J 1
Yes.....	History...	No.....	Yes.....	Not used...	No.....	.....	.....	.....	2
.....	Yes.....	.....	Yes.....	.....	.....	.....	.....	.....	3
Yes.....	Yes.....	A little.	No.....	Lessons....	No.....	.....	.....	.....	4
A little....	Yes.....	Yes.....	Yes.....	Not used...	No.....	Acting Visitors	No	No.....	K 1
Yes.....	Yes.....	Yes.....	A little....	Lessons....	No.....	.....	.....	.....	2
Yes.....	No.....	No.....	Yes.....	For a few pupils	No.....	.....	.....	.....	3
No.....	No.....	No.....	Yes.....	Not used...	A little..	.....	.....	.....	4
No.....	Yes.....	Yes.....	Yes.....	Not used...	No..	.....	.....	.....	5
No.....	Yes.....	Yes.....	Yes.....	Not used...	Yes.....	.....	.....	.....	6
Yes.....	No.....	No.....	One teacher gives lessons	In part....	In part..	Acting Visitors	No	No.....	L 1
Yes.....	No.....	A little.	No.....	Lessons....	Yes.....	.....	.....	.....	2
No.....	No.....	A little.	No.....	None.....	No.....	.....	.....	.....	3
.....	No.....	A little.	No.....	Lessons....	No.....	.....	.....	.....	4
.....	No.....	No.....	Yes.....	In part....	No.....	.....	.....	.....	5
Yes.....	Papers....	Yes.....	Yes.....	For older pupils	Occasionally	Acting Visitor	No	No ..	M 1
No	No.....	No.....	No	Lessons....	No.....	.....	.....	.....	2
Yes.....	History...	A little.	A little....	Lessons....	No.....	.....	.....	.....	3
No.....	History...	No.....	In part....	Lessons. ...	Yes.....	.....	.....	.....	4
Yes.....	No.....	No.....	No.....	Lessons....	No.....	.....	.....	.....	5
Yes.....	One	A little.	A little....	In part....	Yes.....	.....	.....	.....	6

TOWN.	TEACHER.						CLASSES.		READING.		
	Education.	State Certificate.	Attended Normal School.	Graduated from Normal School.	Does teacher spec- ially prepare les- sons?	Length of service, months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
7	Private School,.	No	No	No....	A little.....	54	3	22	36	Word and let- ters	Yes....
8	Private School,.	No	No	No....	For arithmetic and history	36	9	19	20	Words and let- ters	Yes....
9	High School,...	No	No	No....	Yes.....	9	9	18	17	Alphabet.....	No....
10	High School,...	No	Yes	Yes....	Yes.....	6	6	21	17	Word and sen- tence	Yes....
11	High School,...	No	No	No....	Yes.....	31	27	18	21	Word and sen- tence	Yes....
12	Public School,.	No	No	No....	No.....	63	54	23	26	Alphabet.....	Yes....
N											
1	{ Priv. Sch'ls (1), { High Sch'l (1), }	...	...	.....	I	*30	*30	†13	†15	Word.....	No....
2	Busin's College,	No	No	No....	Yes.....	3	3	18	25	Alphabet.....	No....
O											
1	{ High Sch'l (5), { Priv. Sch'l (1), }	I	I	I	6	*405	*225	†11	†11	Word.....	No....
2	High School (2),	...	...	.....	I	*81	*27	†16	†18	Word.....	No....
3	High School,...	No	No	No....	Yes.....	5	5	19	19	Word.....	No....
4	High School,...	No	No	No....	For a part....	36	3	20	20	Word and let- ters	Yes....
5	High School,...	No	No	No....	Yes.....	9	9	31	28	Alphabet.....	No....
6	High School (2),	No	No	No....	For a part....	*153	*40	†15	†15	Word and let- ters	Yes....
7	High School,...	No	No	No....	For a part....	27	4	18	20	Words and let- ters	No....
P											
1	{ College (1),... { High Sch'l (3), { Pub. Sch'l (7), { Priv. Sch'l (3), { Bus. Coll. (1), }	I	I	I	13	*506	*438	†10	†12	Word and sen- tence	Yes....
2	{ High Sch'l (1), { Pub. Sch'l (4), { Priv. Sch'l (1), }	...	...	.....	{ Some (2)... { Yes (1).... }	*393	*240	†11	†13	Word from chart	Yes....
3	High School,...	No	No	No....	No.....	9	9	23	24	Alphabet.....	No....
4	Public School,.	No	Yes	.....	.....	Many	9	15	15	.....	.....
5	Public School,.	No	No	No....	Yes.....	9	9	17	18	Alphabet.....	No....
6	Public School,.	Yes	Yes	Yes....	Yes.....	6	6	22	20	Sentence.....	Yes....
Q											
1	High School,...	No	No	No....	Yes.....	9	6	19	33	Alphabet.....	No....
2	Pub. Schools (2),	...	...	.....	In part (2)....	*144	*57	†17	†19	Word.....	Yes....
3	High School,...	No	No	No....	In part.....	9	8	18	19	Word and let- ters	Yes....
4	High School (2),	No	I	I	Yes.....	*78	*10	†14	†18	Word and sen- tence	Yes....

* Aggregate.

† Average.

TABLE I.—TEACHING AND SUPERVISION.

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READING.			WRITING.		Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Does teacher give lessons?	What use is made of copy book?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors?	
Yes.....	Hist'y and Physiology	No.....	No.....	Lessons....	No.....				7
Yes.....	History...	No.....	No.....	Lessons....	A little...				8
Yes.....	No.....	Yes....	No.....	Lessons....	No.....				9
No.....	Yes.....	Older ones	Yes.....	Once a week	Yes.....				10
Yes.....	Yes.....	Yes....	No.....	Lessons....	No.....				11
Yes.....	No.....	A little.	No.....	Lessons....	No.....				12
No.....	No.....	Yes....	Yes.....	In part.....	Yes.....	Acting Visitor	No	No.....	N 1
Yes.....	No.....	No.....	No.....	Lessons....	No.....				2
No.....	History...	Yes....	In part.....	For older pupils	No.....	Acting Visitor	Yes	Yes....	O 1
A little....	No.....	Yes....	A little....	Lessons....	No.....				2
Yes.....	No.....	A very little	No.....	Lessons....	No.....				3
Yes.....	No.....	A little.	In part.....	For older pupils	No.....				4
Yes.....	No.....	A little.	Yes.....	For older pupils	No.....				5
A little....	No.....	No.....	In part.....	In part for lessons	No.....				6
Yes.....	No.....	Not much	For younger pupils....	Lessons....	No.....				7
Yes.....	No regular set	In part.	In part.....	In part for lessons	Yes.....	Act. Visitors and Principal	No	Yes....	P 1
Yes.....	Very little	A little.	In part.....	For older pupils	Very little				2
Yes.....	No.....	Very little	No.....	Lessons....	No.....				3
Yes.....			No.....	Lessons....	No.....				4
No.....	No.....	No.....	Very little..	Lessons....	No.....				5
No.....	No.....	Yes....	Yes.....	In part.....	Yes.....				6
Yes.....	No.....	No.....	No.....	Lessons....	No.....	Acting Visitor	No	No.....	Q 1
No.....	A little...	Yes....	For younger pupils	For older pupils	Yes.....				2
Yes.....	No.....	Yes....	No.....	Lessons....	Yes.....				3
No.....	Yes.....	Very little	To younger pupils	For older pupils	Yes.....				4

TOWN.	TEACHER.							CLASSES.		READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated from Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
5	High School,...	Yes	Yes	Yes....	Yes.....	67	6	18	17	Word and sentence	Yes....
6	High School,...	No	No	No....	In part.....	7	6	19	20	Word and letters	Yes....
7	Private School,.	No	No	No....	If necessary...	72	54	18	24	Alphabet.....	No....
R 1	Public School,..	No	No	No....	Yes.....	18	3	28	39	Alphabet.....	No....
2	High School,...	No	No	No....	No.....	2	2	28	34	Word.....	Yes....
3	High School,...	No	No	No....	No.....	1	1	14	12	Alphabet.....	No....
4	Public School,..	No	No	No....	Yes.....	45	12	15	19	Sentences....	Yes....
5	Public School,..	No	No	No....	For language..	9	9	16	19	Alphabet and words	No....
6	High School,...	No	No	No....	No.....	3	3	17	17	Alphabet.....	No....
S 1	Public School,..	No	No	No....	Very little....	171	36	19	22	Word.....	Yes....
2	Private School,.	No	No	No....	When reviewing	54	54	22	23	Word and letter	No....
3	Private School,.	No	No	No....	When reviewing	56	2	22	26	Word and letter	No....
4	Private School,.	No	No	No....	Not generally.	90	54	23	32	Word and letter	A little.
5	{ Pub. Sch'l (1), } { Priv. Sch'l (1), }	..	..	..	Yes.....	*144	*36	†16	†22	Sentence.....	Yes....
6	Public School,.	No	No	No....	For arithmetic	13	5	24	22	Word.....	Yes....
7	Private School,.	No	No	No....	Yes.....	18	18	25	30	Word and letters	No....
8	Public School,.	No	No	No....	In part.....	27	9	21	25	Word and phonic	Yes....
9	Public School,.	No	No	No....	For some.....	27	18	23	26	Alphabet.....	No....
10	High School (2),	....	....	Train'g Sch'l(1)	In part (1)....	*33	*33	†21	†25	Words and letters	No....
T 1	High School,...	No	No	No....	Yes.....	18	18	17	21	Word and letters	No....
2	High School,...	No	No	No....	No.....	208	208	16	20	Words and letters	No....
3	Public School,.	No	No	No....	For a part....	45	6	16	21	Words and letters	No....
4	High School,...	No	No	No....	Usually.....	40	8	15	18	Alphabet.....	No....
5	High School,...	No	No	No....	Sometimes....	9	9	12	19	Words and letters	No....
6	Public School,.	No	No	No....	Some.....	129	30	18	25	Alphabet.....	No....
7	High School,...	No	No	No....	Not always...	9	9	17	20	Words and letters	No....
8	High School,...	No	No	No....	No.....	3	3	19	20	Word and letters	No...

* Aggregate.

† Average.

TABLE I.—TEACHING AND SUPERVISION.

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READING.			WRITING.		Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is oral spelling used?	Are supplement- ary readers used?	Is reading of chil- dren direct?	Does teacher give lessons?	What use is made of copy book?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visi- tors?	
No.....	Yes.....	Yes....	Yes.....	Busy work..	Yes.....				5
Sometimes..	No.....	A little.	No.....	Lessons....	A little..				6
Yes.....	No.....	No.....	To younger pupils	For older pupils	No.....				7
Yes.....	No.....	No.....	In part....	For a part..	No.....	Acting Visi- tor	No	No.....	R 1
In part....	No.....	No.....	To younger pupils	For older pupils	Yes.....				2
Yes.....	No.....	No.....	No.....	Lessons....	No.....				3
Not usually.	Yes.....	Yes....	To younger pupils	For older pupils	No.....				4
Yes.....	No.....	No.....	No.....	Lessons....	Yes.....				5
Yes.....	No.....	No.....	No.....	Lessons	A little..				6
Yes.....	Yes.....	Yes....	To younger pupils	Lessons....	No.....	Acting Visi- tor	No	No.....	S 1
Yes.....	No.....	No.....	No.....	Lessons	No.....				2
Yes.....	No.....	No.....	No.....	Lessons	No.....				3
Yes.....	No.....	Yes....	A little....	Lessons....	No.....				4
No.....	A little..	Yes....	Yes.....	Very little..	A little..				5
No.....	No.....	Very lit- tle	To beginners	For older pupils	Yes.....				6
Yes.....	No.....	No.....	No.....	Lessons....	Yes.....				7
No.....	No.....	Yes....	Yes.....	For older pupils	No.....				8
Yes.....	No.....	No.....	To beginners	For older pupils	A little..				9
Yes.....	No.....	Yes....	Yes.....	Practice....	A little..				10
Yes.....	No.....	No.....	No.....	Lessons....	No.....	Acting Visi- tors	No	No.....	T 1
Yes.....	No.....	Very lit- tle	No.....	Lessons....	No.....				2
Yes.....	No.....	No.....	No.....	Lessons....	No.....				3
Yes.....	No.....	No.....	No.....	Lessons....	No.....				4
es.....	No.....	No.....	No.....	Lessons....	No.....				5
Yes.....	History..	A little.	No.....	Lessons....	No.....				6
Yes.....	No.....	No.....	No.....	Lessons....	Yes.....				7
Yes.....	No.....	No.....	No.....	Lessons....	No.....				8

TOWN.	TEACHER.								CLASSES.		READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated from Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?	
9	Public School, ..	No	No	No....	Sometimes..	72	5	21	30	Alphabet.....	No....	
10	College,.....	No	No	No....	In some.....	27	4	15	19	Word and alphabet	Yes....	
11	High School,...	No	No	No....	No.....	3	2	13	21	Word and letters	No....	
U	College (8),....	.....	.....	.....	.....	*	*	13	13	Sentence.....	Yes....
{	Pub. School and	I	122	207	Yes.....	.....	.....	.....	.....	.....	.....
	Train.Sch'l (207)											
	High School (5),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Pub.School (10),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Priv. School (6),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Experience of one year, 15; two years, 27; three years, 21; four years, 17; five and more years, 151.

TABLE I.—TEACHING AND SUPERVISION.

[illegible]

REPORT OF S. P. WILLARD.

Teaching. The subject of teaching to which this special report has particular reference is best introduced by the following report of Mr. S. P. Willard, by whom the schools were visited, and the examinations conducted. The facts in tables were collected and collated by him ; to his painstaking, impartial, and intelligent work, the value of this inquiry is entirely due. The tables contain the following subjects :

Table I.	Education of Teachers.	} pp. 234-245.
	Number of Classes.	
	Teaching of Reading.	
	Teaching of Writing.	
	Supervision.	
Table II.	Writing,	pages 283-306.
Table III.	Arithmetic,	" 314-355.
Table IV.	"	" 356-376.
Table V.	Geography.	" 380-389.
Table VI.	History,	" 390-399

TO CHARLES D. HINE, *Secretary*.

SIR,—Following your instructions, the work of visiting the schools in the State has been continued. Over four hundred and fifty schools, in twenty-one towns, were visited, and the accompanying tables were compiled from the written work of nearly six thousand pupils. These towns were all within New Haven County. In all the towns visited, the school authorities co-operated willingly and freely, and in nearly every town the Acting School Visitors accompanied the agent in his visits, and were much interested in studying the results.

The purpose of these visits was to learn the methods of instruction *used*, the qualifications of the teachers, the help afforded them by the school authorities, the general interest in education manifested by the community, and all other facts of educational interest as far as they could be learned from the School Visitors and teachers. The plan was to spend one session in each school. In the graded schools less time was spent in the primary rooms, as no time was used in dictation work. During the first part of the session the teacher pursued the regular programme, showing plan and method in developing the lessons and in instructing the pupils. Opportunity was also afforded to judge of the teacher's success in government, and her manner in obtaining these results.

During the latter part of the session the pupils were asked to put some work on paper. Paper and pencil were placed before every pupil in the school, and they were asked to write the date, place, school, name, age, and how long they had attended school. This latter fact was usually found by obtaining from the children the age at which they first began to attend school; no pupils were considered as having attended before they were five years of age. These facts having been recorded, those pupils who had attended school at least four years and who had not studied interest were given some sentences to write at dictation, followed by a short exercise in mental and written arithmetic. On a separate sheet of paper they were asked to write a short story on some such familiar subjects as "What I saw on the way to School," "My Ten Cents," the object of this being to find how the pupils expressed themselves in written English.

The younger pupils were asked to copy some sentences on their paper, the object being to find out how many had been taught to use script, capital letters, and periods. To the older pupils — those who had studied interest — arithmetic work was given which was somewhat more advanced than that given to the other pupils. In their English work they reproduced the fable of the "Arab and the Camel." The English work of both divisions was sometimes varied, at the suggestion of the teacher, and letters of business or friendship, and reproductions of some topic which they had recently studied in history or geography were written. After the English work had been finished, the pupils were asked to write, as far as the time would permit, the names of the books, periodicals, and papers which they had read. All the pupils were asked to read a short paragraph from reading matter one or more grades lower than that which they were regularly using. Then, following the line of the questions below, the statistics of the school, the education and experience of the teacher, the methods used in various studies, and the books and apparatus supplied the school, were found by conversation with the teachers, school authorities, and by observation.

SCHOOL BLANK.

Town	Date of visit	Grade or Dept.
Sittings	District	Present
No. enumerated in January, 189	No. enrolled	

TEACHER.

Name
 Length of Service In District
 Education
 State Certificate Attended Normal School
 Graduated at Connecticut Normal School in 18
 Does teacher make any special preparation of lessons?

CLASSES.

If graded school, number of classes below High School,
 Is there any programme?

No. Grade.*		No. Classes.	No. Daily Recitations.	No. Pupils in each class.	Average Age.†	TIME per week.
	FIRST READER, SECOND READER, THIRD READER, FOURTH READER, FIFTH READER,	<i>a</i> <i>b</i> <i>c</i> <i>d</i>				
	ARITHMETIC,	<i>a</i> <i>b</i> <i>c</i>				
	GRAMMAR,	<i>a</i> <i>b</i> <i>c</i>				
	GEOGRAPHY,	<i>a</i> <i>b</i> <i>c</i>				
	HISTORY,	<i>a</i> <i>b</i>				
	SPELLING,	<i>a</i> <i>b</i> <i>c</i>				
	WRITING, LANGUAGE, PHYSIOLOGY, ELEMENTARY SCIENCE, DRAWING, SINGING,					

* When school is graded, give number or name or grade in this column.

† To be filled out when class is examined.

READING.

1. What method used with beginners? What instruction is given?
 Is blackboard used? Script

Describe reading as to giving thought, Emphasis, Fluency,
Enunciation,

Is attention given to reading at sight? To silent reading?

Are supplementary readers used? By whom furnished?

Do beginners copy words?

Are any means used to direct the reading of children?

Remarks:

WRITING.

1. Are lessons given from Board? When do children begin to learn to write?

Does the teacher give lessons?

What use is made of copy books?

[*Obtain specimens of writing?*]

SPELLING.

1. Is spelling written? In what classes?

Is oral spelling used in teaching reading?

Is any instruction in *Phonics* given?

Remarks:

ARITHMETIC.

1. Is "Number" taught?

Is mental arithmetic taught?

Is there facility in the use of numbers?

Describe the method of teaching both "number" and "arithmetic."

Remarks:

GRAMMAR.

1. Are there copying and dictation exercises?

2. Any other *language* exercises?

How is grammar taught?

ELEMENTARY SCIENCE.

1. Is instruction in Elementary Science given?

Describe the course, if any, and give particulars.

UNITED STATES HISTORY.

1. Number in the highest Grammar Class, *i. e.*, who will in the year finish the common school studies,

How many terms are devoted to this study?

In what grades or classes are the pupils studying this branch?

2. How many pupils study United States History? Is attention given to historical geography? Is the subject taught by topical method? Is the subject taught by memorizing?

Have scholars access to other historical authorities than the text-books?

Are scholars directed in their historical reading?

Is the history of Connecticut specially taught?

3. How many pupils are taught anything about Government and the rights and duties of citizenship?
Are there any books in school library illustrating this subject?
How is it taught?
How is historical knowledge tested?

GEOGRAPHY.

1. Is Geography taught? To how many orally? To how many in connection with text-book? To how many classes? How much time per week is given to the subject?
 2. How many books in the course? How many books in the library to which children can be directed for information on this subject?
In what way are such books used?
 3. Is any attempt made to render the subject anything more than a mere effort of memory? What methods of hearing recitation used by the teacher? The method of instruction? Does discipline result? Is there likely to be useful information?
 4. If any oral work is done, what plan or method is pursued? With what year or grade does it begin? When is the book taken up?
Is map drawing required? By what system? Is there intelligent reading of maps? Are there any collections or means of illustration? Any apparatus or means to assist geographical imagination? Is moulding board used?
- Is there any plan other than that found in the text-book? Does the teacher make any preparation for the lesson?
Which side is made most prominent, physical or political? Has Historical Geography any place? Commercial Geography?
How is geographical knowledge tested?
Are scholars interested?

GENERAL.

- Is there anything like busy work? Are the children interested?
Illustrate teachers' method of instruction?
Is there "good order"? How maintained?
The general character of the school?
1. Describe the supervision of the district or town.
 2. Are teachers' meetings held? How often?
 3. Is any attention given to exercise or gymnastics?
 4. Have School Visitors prescribed any rules as to management? Studies?
Classification? Discipline?
 5. Are teachers' examinations oral or written? Give all possible information concerning these examinations?
 6. Registers. How is average attendance obtained? Is there any system of dropping absent scholars after a certain number of days?
Give all possible information bearing upon accuracy and fullness of registers.
 7. How many days in the year is school open? How many possible attendances?
The total number of days made by pupils.
 8. Is interest taken in school by parents and others? If you say yes, how is it manifested?

The questions given to the less advanced pupils were as follows:

Arithmetic. Mental.

$9+5$; $17+9$; $38+9$; $11-4$; $25-8$; 7×8 ; 8×9 ; 6×7 ;
 7×12 ; $54\div 9$; $27\div 3$; $19\div 6$; $\frac{1}{2}+\frac{1}{4}$, $\frac{2}{3}+\frac{1}{6}$.

Also the following number stories:

If a boy had 25c., and spent 10c. for a slate, and the remainder for lead pencils at 3c. each, how many would he get?

It is now 10 minutes after ten; what time was it five minutes ago?

Alice has twelve oranges; how many can she give away and keep four?

I have ten cents to spend for 2c. stamps; how many can I buy?

Written arithmetic:

The sum of 245, 78, 669, 75, 101, was required; the product of 604×29 ; the quotient of $549\div 3$.

Then to each pupil was given a slip of paper with the following examples printed thereon:

1. *Fohn's father is 30 years old. His mother is 5 years younger. How old is his mother?*

2. *A schoolroom is 6 yards and 2 feet long. How many feet long is it?*

3. *Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister?*

4. *A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?*

5. *William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box.*

6. *Henry has attended school four hundred fifty days. Fohn has attended school one hundred nine days. How many more days has Henry attended than Fohn?*

7. *A man uses 124 envelopes in a month. How many will he use in 6 months?*

8. *A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?*

The pupils were given all the time they needed to work these examples.

The pupils were asked to write at dictation *i, u, t, h, a, o, y, F, L, O, B.*

1. *Does Fohn know which pencil to use? No, he is writing with Mary's pencil.*

2. *The (fourth) day of the week is (Wednesday).*

3. *You and I wear shoes.*
4. *The scholars all said, "Two and two are four."*
5. *Whose knife is this?*
6. To write in a column: *Busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.*

The results of this work are shown in the tables beginning on page 314.

Explanation of Tables. At the top of each page is given in heavy-faced type the number of pupils who wrote the papers in each district in the town. In the second line is the average age of these pupils, and in the third line the average time these pupils have been in school. No papers were regarded which were written by children who had attended school less than four years, or by any whom the teacher regarded as mentally deficient. Thus, in District I, Town B., page 316, twelve pupils wrote papers, whose average age was 11 years and 6 months, and who had attended school on an average five years and three months. The questions asked are printed in the left-hand column.

In addition three questions were asked, and in District I, Town B., page 316, the whole number of answers was 36; the number of these answers which were incorrect was 1.

In subtraction two questions were asked, each pupil, making the whole number of answers twenty-four, and the number found to be incorrect was three.

Four questions were asked of each pupil in multiplication, and of the forty-eight answers given, twelve were incorrect.

Three questions were asked in division, and of the thirty-six answers, eight were incorrect.

Two questions were asked in fractions. The whole number of answers was twenty-four, and fourteen of these were incorrect.

The whole number of answers in the number stories was forty-eight. Six of these answers were incorrect.

On the opposite page, in written arithmetic, it was found that two of the twelve pupils failed to obtain the correct answer to the example in addition; five of the twelve had the multiplication example wrong; six of the twelve had the incorrect answer to the division example. The whole number of answers to the problems was ninety-six, and fifty-four of these were incorrect.

In estimating the results of dictation work, it was found that one failed to begin each of the five sentences with a capital letter. There were in the sentences three proper nouns, John, Mary, and

the name of the day of the week. Five pupils failed to begin all these words with a capital letter. None of the twelve failed to use a capital for the pronoun I.

Two interrogation points occur, and five failed to use them correctly. Four pupils failed to use the period at the end of the four statements. The apostrophe occurs in the word Mary's, and four pupils neglected to use it. The fourth sentence contains a quotation, and all of the pupils failed to use these marks.

In the sentences the spelling of the words not in italics, twenty-five in all, was regarded. In this school the twelve pupils mis-spelled seventy-one words. Ten other words were dictated to them, and the twelve pupils wrote twenty-eight incorrectly.

The reading was estimated by the ability of the pupils to grasp and express clearly the thought of the matter which was read.

The penmanship was judged from the legibility and form with which the pupils wrote the individual letters and capitals and the rest of the dictation work. The paper supplied for this work was ruled in the same manner as that usually used by the pupils in their school work.

The story which the pupils wrote was not expected to be many lines, but enough to show their ability to state some complete thoughts in English.

To the more advanced pupils, the questions in arithmetic were as follows :

Mental, $\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$; 10% 10; 5 is what per cent. of 20.

In written arithmetic, the following numbers were read to the pupils to write and to find the sum :

184, 345, 696, 69, 423, 75.

They were afterwards given the following examples to work out :

1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?
3. Find the interest of \$250, at 8 per cent. from to-day to Jan. 1, 1891.
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day.
5. $(2489 \times 120 - 98) \div 39 = ?$

The results of this work are shown in table beginning on page 356.

Explanation of Tables.—The number of pupils who wrote papers, the average age of these pupils, and the average time they have attended school, is shown at the top of the column as in the previous set of tables. The questions are printed at the left.

In District I, Town B., page 316, eight pupils wrote papers, their average age was 13 years and 2 months, and they had attended school on an average of 6 years and 3 months.

In mental arithmetic, three questions were given in fractions to each pupil. The whole number of answers was twenty-four, and thirteen of these were wrong. Two questions were given in percentage, and of the sixteen answers, nine were incorrect.

In written arithmetic, all had the correct answer to the addition example. There were four incorrect answers to the problem about the cost of the wheat; seven of the eight answers to the sugar problem, and seven of the eight answers to the problem in interest were incorrect. Six of the eight answers to the wages example were wrong; and four of the answers to last example were wrong.

The reading was estimated by the ability of the pupil to grasp and readily and intelligently express the thought of the matter which was read.

The English work was the reproduction of the following fable, and was estimated.

THE ARAB AND HIS CAMEL.

One cold night, as an Arab sat in his tent, a Camel gently thrust the flap of the tent aside, and looked in.

"I pray thee, master," he said, "let me but put my head within the tent, for it is cold without."

"By all means, and welcome," said the Arab cheerfully; and the Camel, moving forward, stretched his head into the tent.

"If I might but warm my neck, also," he said, presently.

"Put also your neck inside," said the Arab. Soon the Camel, who had been turning his head from side to side, said again:

"It will take but little more room if I place my fore legs within the tent. It is difficult standing without."

"You may also plant your fore legs within," said the Arab, moving a little to make room, for the tent was very small.

"May I not stand wholly within?" asked the Camel, finally. "I keep the tent open by standing as I do."

"Yes, yes," said the Arab. "I will have pity on you as well as on myself. Come wholly inside."

So the Camel came forward and crowded into the tent. But the tent was too small for both.

"I think," said the Camel, "that there is not room for both of us here. It will be best for you to stand outside, as you are the smaller; there will then be room enough for me."

And with that he pushed the Arab a little, who made haste get outside of the tent.

It is a wise rule to resist the beginnings of evil.

In the towns visited, which are included in the foregoing tables, are shown many conditions of schools and school environment, from the city school system, with its carefully prepared course of study, administered by superintendents, supervising principals, and trained teachers, to the small district with its five pupils, where the school matters are arranged by an inexperienced teacher, guided only by such suggestions as the school visitor makes at his visits at the beginning and close of the term.

In the twenty-one towns visited there were 141 districts. Several of these districts had more than one school of nearly equal grade, in which the methods used varied with the teachers. If the schools which were graded are omitted, the actual attendance on the day of the visits can be grouped as follows:

There were fifteen schools where more than twenty-five pupils were found. In thirteen schools the attendance was between twenty and twenty-five. In twenty-eight schools the attendance was between fifteen and twenty. In thirty-three schools the attendance was between ten and fifteen. In thirty-seven schools the attendance was between five and ten. In nine schools the attendance was less than five.

In five or six instances the attendance was smaller than usual because of some epidemic of measles or whooping-cough, or because of a very stormy day.

It will be noticed that one-third of the schools had an attendance of ten or less and that in more than one-half of them the attendance did not exceed fifteen.

Reading.—Table I, pages 234-245, shows that, omitting Town U, where the schools follow a carefully prepared course of study under the guidance of superintendent and principals, there are one hundred and thirty-three schools, and in forty-eight of these schools pupils are taught to read by first learning the alphabet. That in thirty-five other schools the alphabet method is used with

this modification. The letters, instead of being taught in alphabetical order, are taught from words. In eighty-three schools, then, oral spelling is made the basis of teaching reading.

One lesson, which will illustrate, consisted in calling the letters in a column of words printed on the board H-a-t, P-o-t, S-u-n, M-o-o-n, S-t-a-r-s, and so on. The pupils did not seem to recognize the words nor did the teacher try to have them. After going through the column once they took their seats. No occupation was furnished them.

As the children advance they begin to recognize some words and the necessity for calling every letter ceases. The words in the sentence are called in the same disjointed manner as the letters were, and apparently the words convey as little meaning to the pupils as the letters did.

The reading lessons usually go no further than the different numbers in the prescribed set of text books. The pieces are read and re-read. Usually the class is drilled on a few pieces in each book which they can render with some elocutionary skill, but they make sad work in attempting to read anything of equal difficulty at sight.

A few of the schools recognize the importance of introducing more reading matter. Books suitable for children which furnish information of countries, customs, and men, books which cultivate the imagination and books which have a sound literary value are used for the reading class.

The lives of some of the American writers are taught, and under the influence of the skillful teacher the pupils become deeply interested in the boyhood of Longfellow and Whittier, and they appreciate their simpler poems.

But the schools which do this are few. In some other schools the history takes the place of the most advanced reader. A few use children's magazines and school papers. But in the majority of schools no other matter is furnished the pupils for reading than is found within the covers of their regular books.

In some graded schools the classes are expected to spend a year and a half in one book, and at the age of fourteen the pupils have read five books.

In many of the schools there are libraries, some of them containing a good selection of books, and a few of the towns have public libraries to which the pupils have access. It is one of the duties of the teacher to so direct the reading of the children that

they go out from school not only knowing how to read but having a love for good books and good literature. This matter has not received the careful attention which is due to it.

Arithmetic is another subject which receives a large share of attention in the school curriculum. In a few of the schools number is systematically developed. Fractions, percentages, and measurements are taken up in the primary grades and interest is early disposed of. With a careful drill in the ground rules and with much concrete oral work with small numbers the pupils have received enough to fit them to deal with the practical problems that present themselves.

But only a few schools treat arithmetic in this way. The alphabet of arithmetic is counting. After learning to count the child begins the tables. The addition tables are carefully disposed of before subtraction is begun, and that subject is not allowed to encroach on multiplication. The work is mostly with abstract numbers and is not applied to concrete examples. When the written work is begun there is very little concrete work until the problems in the text-book are reached. Fractions are not considered at all until the subject is reached in written arithmetic. The pupils are given very little oral drill in the combination of numbers.

The tables show in both oral and written arithmetic, that in most of the towns the percentages of incorrect answers are too high. The pupils were all over ten years of age, and yet children in a primary room whose average age was between eight and nine did all the work with less errors.

Pupils, especially in smaller schools, are apt to lose their independence in arithmetic work. It is so easy to ask for assistance, and the teacher is anxious to advance the pupil as rapidly as possible. This mutual willingness to assist and to be assisted gradually destroys the pupil's confidence in his own ability to reason out the problem unaided.

In many districts the main thing in arithmetic is the definitions. In one school the first class was questioned as follows: "Spell arithmetic." "What is arithmetic?" "Spell knowledge." "Spell notation." "What is notation?" "What is Roman notation?" "What is a figure?" and so on during the recitation periods. The definitions must be word for word as in the book.

The answer to the question, "How is a fraction expressed?" was given "by writing one number above the other." This was

immediately corrected by the teacher to "by placing one number above the other."

Instruction in elementary science was given in only a few schools.

This subject is not at all understood as yet. The idea prevails that it is taught simply for the acquirement of knowledge. Teachers do not yet appreciate how valuable it is to train the mind to observe carefully and to develop scientific habits of thought and exact statements. The environments of most school houses are rich in material for this study.

With the introduction of the modern text-book on language, the ability of the pupils to state some thoughts in written language increases. In the larger graded schools and in some of the ungraded schools much attention is given to oral language work. Children use hundreds of spoken words where they use one written one; the younger the pupils the more is their language oral. It is quite necessary, then, that teachers should devote more time and care to this subject.

The teacher makes the school. The school cannot be better than the teacher. If all that is required of the teacher is to "keep" school, she will need only to have education enough to hear recitations in the three "R's," but if it be expected that she will understand how to train the child's mind and look to his moral and physical welfare, she must have knowledge of psychology and physiology, and be a person with great sensibility and strong character as well as a person of good morals.

The quality of the teaching varies pretty constantly with the sentiment of the community. If the community demands good schools, nothing but good teaching will be accepted. If the demand is for "home teaching," that the money may be kept at home, the result will be a teacher who can "keep" school.

The demand for good teaching is steadily increasing. In some instances whole towns are interested, in others it is one or two districts in a town.

If Town U, Table I, page 244, be omitted, of the 203 teachers in the towns visited, 35 only had attended a training school; 113 had attended a high school, and 90 had been educated at public and private schools. Of these 81 had had less than one year's experience in the district, and 40 had had less than one year's experience.

When the large number of changes and of new teachers with-

out any experience are considered, it is not to be wondered at that the schools fall so far below the ideal.

A young person with a high-school education, or perhaps with only the education that this same school affords, is put into the teacher's position. No assistance is given her, but she is expected to meet the pupils, classify them, and put the whole machine in running order by the time the school visitor makes his visit.

These teachers, with few exceptions, are anxious to do the best work, but fail through ignorance or because they are unable to apply the methods which they know to be better. They have no idea how to prepare the lesson. They have no definite purpose in any of their lessons. What these teachers need is more careful supervision. How a subject is taught is more important than how much of that subject is taught. The counsel and assistance which a supervising principal or superintendent gives his teachers is a great factor in the success of his schools. Several small towns near each other could employ such a person to look after all their schools. Probably no one thing would be conducive of more good to the schools.

S. P. WILLARD.

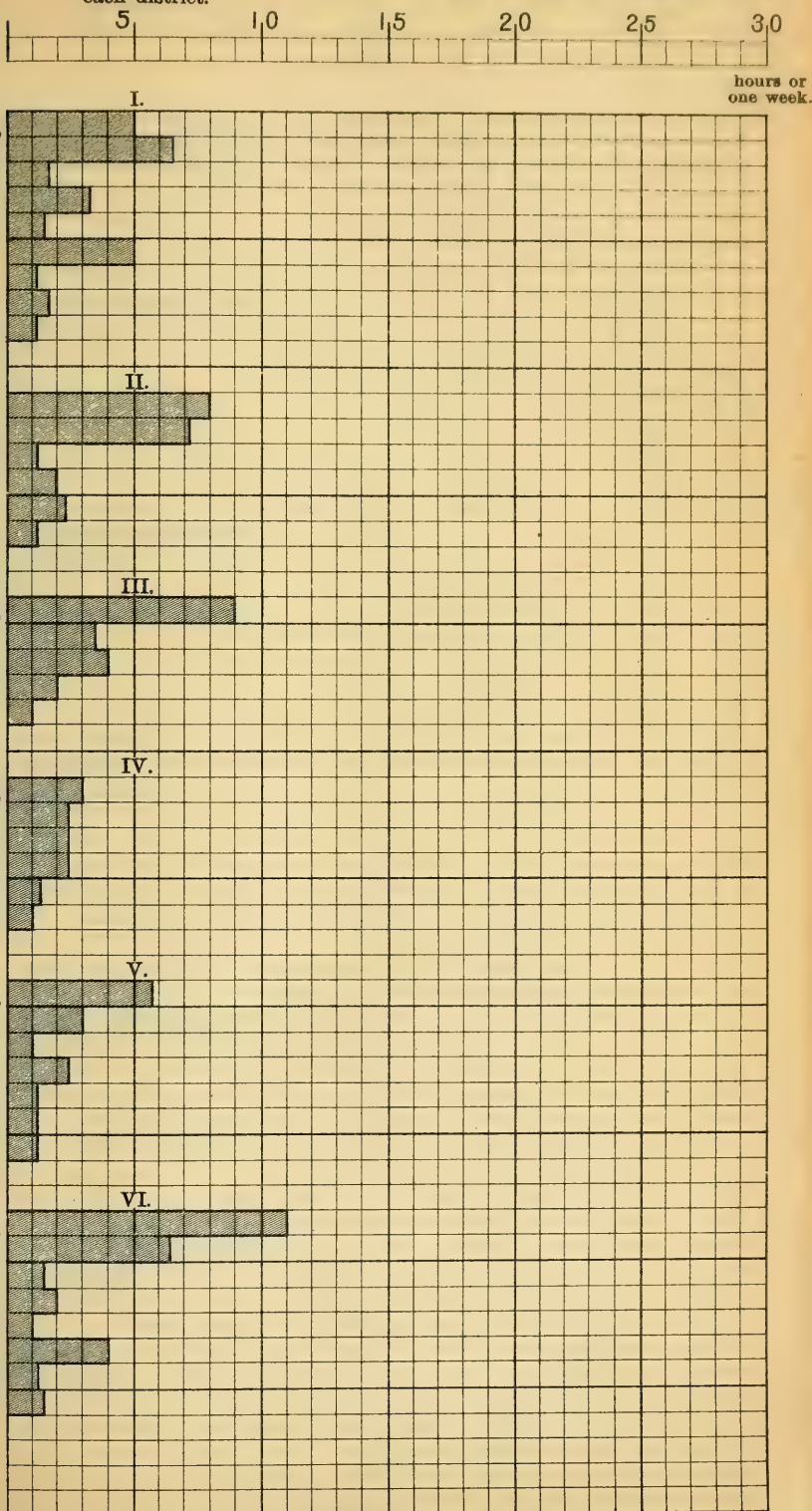
Recitations — The following graphics show the amount of recitation time arranged to the various branches taught in the schools.

In towns A and B there are no graded schools, and each teacher makes her own time-table.

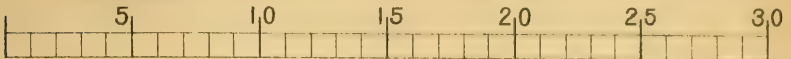
In town C the schools are carefully graded, and the time-table is given by the Supervisor.

In C the schools are open twenty-five hours each week.

Town A (Ungraded).—Diagrams show number hours per week given to recitations in the different studies. Time is fixed by the teacher of each district.



Town B (Ungraded).—Diagrams show number hours per week given to recitations in the different studies. Time is fixed by the teacher of each district.



hours or
one week.

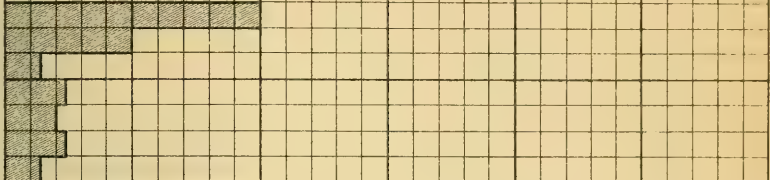
I.

Reading, 33½ %
Arithmetic, 33½ %
Geography, 11.7 %
Spelling, 13.3 %
Writing, 4.2 %



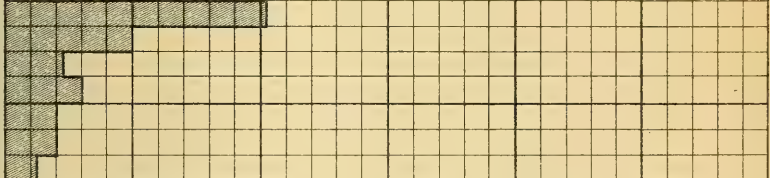
II.

Reading, 33.3 %
Arithmetic, 16.7 %
Grammar, 4.2 %
Geography, 8.3 %
History, 6.7 %
Spelling, 8.3 %
Writing, 4.2 %



III.

Reading, 34.1 %
Arithmetic, 16.7 %
Grammar, 8.3 %
Geography, 10.0 %
History, 6.7 %
Spelling, 6.7 %
Writing, 4.2 %



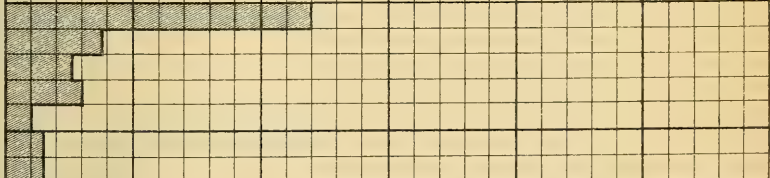
IV.

Reading, 21.1 %
Arithmetic, 16.7 %
Grammar, 10.0 %
Geography, 10.5 %
History, 5.0 %
Spelling, 8.3 %
Writing, 2.8 %
Physiology, 1.1 %



V.

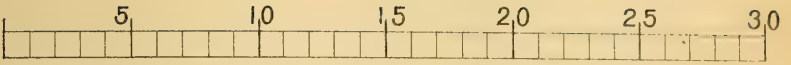
Reading, 40.0 %
Arithmetic, 12.5 %
Grammar, 8.4 %
Geography, 10.0 %
History, 3.3 %
Spelling, 5.0 %
Writing, 5.0 %



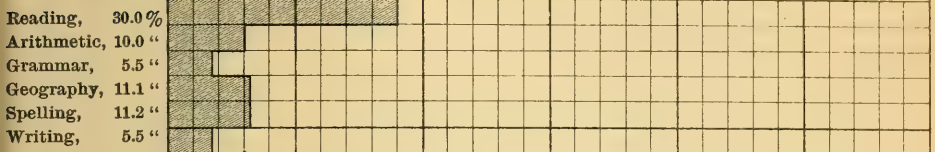
VI.

Reading, 34.1 %
Arithmetic, 20.0 %
Grammar, 6.7 %
Geography, 9.2 %
History, 10.0 %
Spelling, 14.2 %
Writing, 4.1 %

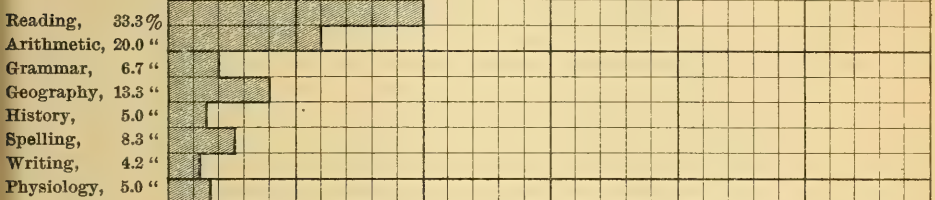




VII.



VIII.



IX.



X.



XI.



TOWN C (Eight Grades in Common School Course).—Diagrams show number hours per week given to recitations in the studies in each grade. Time is fixed by Board of Education.



I.

Reading and Spelling,	36.0 %
Arithmetic,	10.0 "
Writing,	5.0 "
Observation Lessons, including Geography and Language,	10.6 "
Music,	3.4 "
Recesses, Physical Exercises, and Songs,	10.0 "
Drawing,	5.0 "

II.

Reading and Spelling,	40.0 %
Arithmetic,	10.0 "
Writing,	5.0 "
Observation Lessons,	6.6 "
Music,	3.4 "
Recesses, Physical Exercises, and Songs,	10.0 "
Drawing,	5.0 "

III.

Reading and Spelling,	40.0 %
Arithmetic,	10.0 "
Writing,	5.0 "
Observation Lessons,	6.6 "
Music,	3.4 "
Recesses, Physical Exercises, and Songs,	10.0 "
Drawing,	5.0 "

IV.

Reading and Spelling,	21.6 %
Arithmetic,	20.0 "
Writing and Bookkeeping,	5.0 "
Music,	5.0 "
Recesses, Physical Exercises, and Songs,	6.6 "
Grammar,	10.0 "
Geography,	13.3 "
History,	3.4 "
Elementary Science,	3.4 "
Drawing,	5.0 "

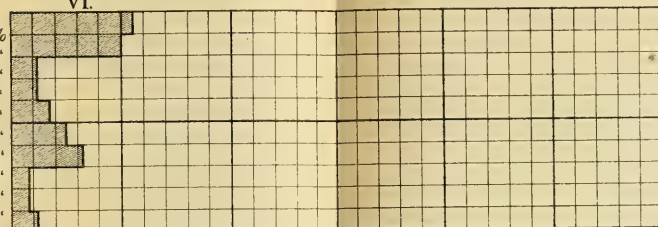
V.

Reading and Spelling,	21.6 %
Arithmetic,	20.0 "
Writing,	5.0 "
Music,	5.0 "
Recesses, Physical Exercises, and Songs,	6.6 "
Grammar,	10.0 "
Geography,	13.3 "
History,	3.4 "
Elementary Science,	3.4 "
Drawing,	5.0 "



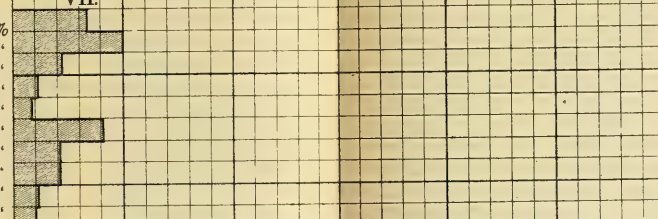
VI.

Reading and Spelling, 21.6%
 Arithmetic, 20.0 "
 Writing and Bookkeeping, 5.0 "
 Music, 5.0 "
 Recesses, Physical Exercises, and Songs, 6.6 "
 Grammar, 10.0 "
 Geography, 13.3 "
 History, 3.4 "
 Elementary Science, 3.4 "
 Drawing, 5.0 "



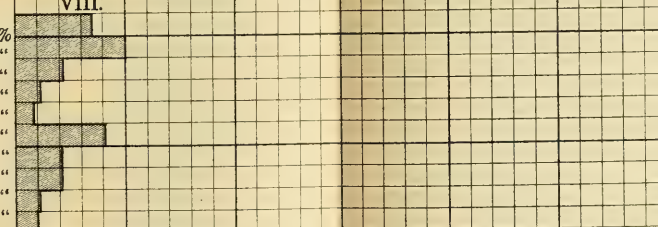
VII.

Reading and Spelling, 13.5%
 Arithmetic, 20.0 "
 Writing and Bookkeeping, 9.0 "
 Music, 4.5 "
 Recesses, Physical Exercises, and Songs, 3.3 "
 Grammar, 16.6 "
 Geography, 8.3 "
 History, 8.3 "
 Elementary Science, 4.5 "
 Drawing, 4.0 "



VIII.

Reading, 13.5%
 Arithmetic, 20.0 "
 Writing and Bookkeeping, 9.0 "
 Music, 4.5 "
 Recesses, Physical Exercises, and Songs, 3.3 "
 Grammar, 16.6 "
 Geography, 8.3 "
 History, 8.3 "
 Elementary Science, 4.5 "
 Drawing, 4.0 "





Teachers are driven to the text-books for suggestions as to teaching as well as for the material to be taught. It may be well to see exactly what these text-books are :

Text Books.—The following is from the preface to a Primer :

“Much thought has been given to the selection of words which are most profitable for beginners to acquire as a vocabulary. Such have been chosen as are in frequent use in ordinary speech and writing. The child hears others use them every day and uses them himself, and, therefore, knows their meaning.”

The following is a collection of the “most profitable” words on one page :

Let	Hen	It	In	Bid	Ill
Get	Men	Hit	Pin	Did	Will
Pet	Ten	Bit	Tin	Kid	Hill
Not	Top	Far	Arm	Out	Cow
Hot	Hop	Jar	Farm	Trout	How
Got	Shop	Star	Harm	Shout	Now

Here is what the teacher is expected to do.

The following from one of the readers much used illustrates “children’s literature.”

We go up.
 We do go up.
 We do go up on it.
 Is he to go up on it.
 He is to go up if we do.
 No ; he is to do as we do.
 If it be so, he is to go on.
 Is he to go up on it so ?
 As we go on, he is to go up.
 We do go up, up, up, up !

Eleven out of twelve First Readers used in this county contained lessons on the Pig. These selections are here given. These books also contained the usual stories about the cat, which animal has for several years been the servant—the handmaid, as it were—of education.

1. This pig is out of his pen.
 Look at him. See him eat.
 How fast he eats.
 He will eat all he can get.
2. An ox and a white pig.
 The pig is not so big as the ox.
 The ox is not so fat as the pig. He is a big ox.
 The ox can eat hay.
 Tell me what the pig can eat.

3. This man has a dog and a pig.
The pig is fat and big.
See; the dog runs and the pig runs.
The dog bit the pig, and the pig bit the dog.
The man has a whip.
I have a whip in my box.
Did you see the big pig?
Yes, I saw the big fat pig, and the man and the dog.
The man hit the pig with his whip.
I saw the pig run, and I saw the man run.
4. See this pig.
Is he a big pig?
Can he see us?
A dog bit the pig.
This is a ram.
He is an old ram.
He ran at me.
Is he not fat?
He is fat, and the pig is fat.
5. A big pig and six little pigs.
“Pig, will you have the spoon?”
The pig will not have the spoon. But he puts his nose in the dish,
and eats the rest of the bread and milk.
Such a funny pig.
6. Look at this big pig and the little pigs.
Here are four little pigs.
7. Is the dog at the hog? Yes, he is at the hog.
Now the hog is off.
Oh, how he can go.
The dog has not yet got the hog.
Can the dog get at the hog?
Oh, yes; now he is at him.
Ann fed the hog.
He is in a pen.
The cur bit his ear.
Has Ann a pet?
Yes, sir; the cur is her pet.
Why is the cur her pet?
8. See; a kid and pig, and hen are by the old oak.
It is a big pig.
The pig dug up a nut.
He may eat the nut.
The kid can eat the new hay.

9. Let us go out to the pen and see our pig.
Pig, get up and eat. Do not lie in bed all day.
Do not let the dog bite him.
10. The fat pig is in the pen.
I can see him.
Can the pig see us?
The man fed the pig.
The fat pig cannot run.
11. Ned, do you see the pig?
He has got out of the pen.
You may run at him; but do not nip his leg or ear.

The following from another reader furnishes a genuine climax to this "literature" for children:

Little Jimmie had a little white pig.
Did the little pig know Jimmie?
Yes, the little pig knew Jimmie and would come when he called.
How did little Jimmie know his pig from other pigs?
By the twist in his tail.
Jimmie liked to stride the pig's back.
Would the pig let him?
Yes, when he was absorbed eating his dinner.

The following illustrates the "science" which children are compelled to swallow:

Did you ever think how it is that a fish can live in the water, while a man, or a bird, or a beast would very soon die there? I will tell you.

Do you see those lids at each side of its head, just where its ears would be if it had any?

Those lids are called gills. If you watch the gills closely, you will see that they open and shut. It is this that keeps the fish from drowning. When the water goes in at its mouth it comes out through those gills, and does not go down the fish's throat.

If we had gills we might perhaps live under water as well as fish; so might a bird or a beast. But God did not intend us to live in the water; He has therefore not given us gills.

Look again at the gold-fish. See how quickly they move about in the water. How do they do this?

You see that a fish has no legs, and you know that if it had, they would be of no use. Fishes never have to walk or run as animals on land do.

But how are the fishes able to go anywhere in the water?

They have their fins to get about with. See them moving to and fro as the fish darts along.

The largest fin is that on the tail. With this the fish sends itself along, just as a man sculls a boat, by using an oar at its stern. The other fins are chiefly to guide the fish and keep it steady.

Do children with such books at the beginning ever learn to read? Do they as a result of teaching learn to read good books, gain a habit of intelligent reading, and the right use of books and papers?

Reading of Children.—Generally children could not name any books which they had read, and inquiry did not elicit the fact that they had read many.

It will be interesting to give the result of this inquiry in a few towns. These children were all over 10 years of age.

TOWN I.

No Public Library.

No. scholars, 6.

No. who never read any book except a school book, 2.

No school library; no books of reference.

TOWN II.

District No. 1.

No. scholars, 6.

Never read anything, 1.

District No. 2.

No. scholars, 15.

Never read anything, 6.

No school library.

No town library.

District No. 3.

No. scholars, 27.

Never read anything, 9.

TOWN III.

No. scholars, 44.

Never read anything, 6.

2 public libraries.

In the following town there is a public library. An attempt was made in the district where the library is located to ascertain how far the reading of children was influenced by the library. The lists furnished by the children show that the teacher should direct the reading—assist in forming a good habit of reading as well as teach the “words.”

TOWN IV.

District No. 1.

Boy; age, 15.	Boy; age, 15.
No. years in school, 6.	Never read a book.
Never read a book.	
Girl; age, 10.	Girl; age, 15.
Never read a book.	A Long search.
	Sketch Book.
	Feet of Clay.
	Adventures of Ulysses.
	Mary Bell.
	Recompense.
Boy; age, 11.	Girl; age, 14.
Never read a book.	The Lamp Lighter.
	Ranald Bannerman.
Girl; age, 15.	Boy; age, 13.
Arabian Nights.	Never read a book.
The Prairie.	

District No. 2.

Girl; age, 12.	Boy; age, 16.
Never read a book.	Never read a book.
Girl; age, 12.	Boy; age, 14.
Never read a book.	Never read a book.
Boy; age, 15.	Boy; age, 12.
Tom Brown's School Days.	McGinty's Twins.
History of Lafayette.	
Robinson Crusoe.	
Under the Gulf.	
Frank Reed Working for the Government.	
Boy; age, 13.	
Robinson Crusoe.	
Uncle Max.	
Boys and Girls' Annual.	
Tanglewood Tales.	
Against Heavy Odds.	
Tales from the Lumber Camps.	
How Flowers Sleep.	
Adventures of Ulysses.	

District No. 3.

(Number in school, 6.)

Boy; age, 15.	Boy; age, 16.
Kit Carson.	Handy Andy.
Cudjo's Cave.	Kit Carson.
Handy Andy.	Cudjo's Cave.

Kenilworth.
 Good Measure.
 In Prison and Out.
 Elsie and the Ramons.
 and others.

Gilbert Go-Ahead.
 In Prison and Out.
 Life of Gen. Marion.
 Jacob Faithful.
 Dora Thorn.
 and others.

Boy; age, 13.

Fairy Tales.
 Robinson Crusoe.
 and others.

Girl; age, 17.

The Earl's Atonement.
 Between Two Loves.
 A Marriage Vow.
 Swiss Family Robinson.
 Little Lord Fauntleroy.
 Frank on a Gun-Boat.
 Frank on the Lower Mississippi.
 Frank Before Vicksburg.
 George at the Wheel.
 George in Camp.
 Up the North Branch.
 Down the West Branch.
 College Library.
 Frank Read's Latest Invention.
 Frank Read's Electric Tricycle.
 Frank Read's Electric Horse.
 Morgan's Whip.
 At the Front.
 Life of St. Michael's.
 Frank Read's Electric Boat.
 Nelly Bly and Town Pinkey's Race
 around the World.
 History of London.
 History of Boston.
 Deadwood Dick.
 Diamond Dick.
 Diamond Dick in the Far West.
 Paul Renrod.
 Prospect Peet, the Boy Brigade.
 Bob Younger's Fate.
 The Revenue Detective.
 A Heart's Idol.
 Mrs. Davis of Brooklyn.
 Bob, the Bowery Badger.
 The Boy Balloonist.
 Butterfly Billy's Man Hunt.

Boy; age, 12.

Dock Bell's pluck.
 Old Bob, the Lone Trapper of the
 Rockies.
 McGinty's Twins.
 McGinty's Boarding House.
 Deadwood Dick in Denver.
 Deadwood Dick's Insurance Case.
 Center Shot.
 Dora Thorn.
 The Boy Speculator.
 Phil, the Boy Marksman.
 Golden Hours.
 Kit Carson's Ride.
 Dreaded Dick's Dust.
 Butterfly Billy, the Detective Pony
 Rider.
 Deadly Eye.
 Frank in the Woods.
 Abraham Lincoln.
 Old Mother Hubbard.
 Little Bo-Peep.
 Battles of America.
 History of Mexico.
 History of the United States.
 The Boy Balloon Spies.
 Neck and Neck.
 Jennie, the Bar Maid.
 Lost in the Ice.
 Jack Darling's Luck.
 Old Boy Gray.
 Swipes, the Newsboy.
 Smart Aleck.
 The Prairie Bird.
 Red Pirate.
 Frank at Don Gareal's Rancho.

Boy; age, 15.

Frank on a Gun-Boat.
 Frank on Don Cork's Rancho.
 Frank on the Prairie.
 Frank in the Mountains.
 Frank in the Woods.
 Frank on the Lower Mississippi.
 Mary Queen of Scots.
 Bob Younger's Fate.
 Old Rattlesnake.
 George in Camp.
 Center Shot.
 Frank Reed, Jr., in the Street Car.
 Williams Brothers.
 The Boy Speculator.
 Bob, the Bowery Dagger.
 Deadwood Dick in Chicago.
 Deadwood Dick in Mexico.
 Frank and Jesse James in Mexico.
 Red Dagger.
 McGinty's Twins.

McGinty's Boarding House.
 McGinty's Gambols.
 McGinty's Christening.
 Deadwood Dick in Denver.
 Butterfly Billy.
 The Man Hunt.
 Kit Carson's Raid.
 Little Bo-Peep.
 Chatterbox.
 Sporting Times.
 New York Clipper.
 Golden Hour.
 Police Gazette.
 Family Story Paper.
 Coon Skin Kit.
 Trusty Tom.
 Bob, the Newsboy.
 Bowery Tom.
 Black Riders of Santos.
 Red Pirate.

The following is the list of books found in a school district library which had received \$100 from the State :

The Young Irishman.	History of the Secret Service.
Star Papers.	Lives of the Signers.
Men of Mark.	Sermons by Geo. Shepard.
Guithrie on the Parables.	Day Dawn and the Rafn.
Sunshine and Shadow in New York.	The Great Rebellion.
Thoughts on Personal Religion.	Men of our Time.
Fine Feathers do not make Fine Birds.	Elements of Agriculture.
Birds of a Feather.	Watching Hours.
McDuff's Prophet of Fire.	The Blue Coats.
Evenings with Jesus.	Behind the Scenes.
Keel and Saddle.	Young Folks' Cyclopædia of Common
The Way to Life.	Things.
Life of Trust.	Scripture Cabinet.
Method of Grace.	Outward Bound.
Young America Afloat Series, 4 vols.	Little Women.
The Good Duchess.	Noontide at Sychor.
Grace for Grace.	Christmas Evans' Life and Sermons.
Pleasant Pathways.	

The penmanship of many schools was not even tolerable.

Penmanship. — The following pages, Table II, are *fac similes* of the work of a whole school, and illustrate the work in every subject, but are here introduced to show the *penmanship*:

All papers obtained
in one school.

Table II.

Pages *283—*306.

Possible attendance 929 days
Actual attendance 894½ days

Age 12

$$\begin{array}{r} 83-0\frac{1}{2} \\ \underline{37\frac{1}{2}} \\ 49\frac{3}{4} \\ \underline{5-9\frac{3}{4}} \\ 23-3-0 \\ \underline{3187\frac{3}{4}} \end{array}$$

$$\begin{array}{r} 60\frac{1}{8} \\ \underline{8\frac{1}{2}} \\ 30 \\ \underline{480} \\ 510 \end{array}$$

$$\begin{array}{r} 1891 \\ \underline{1890} \\ 1 \\ \underline{5-29} \\ 72 \end{array}$$

$$\begin{array}{r} 07 \\ \underline{002} \\ 072 \\ \underline{250} \\ 1022 \\ \underline{300} \\ 1750 \\ \underline{18000} \end{array}$$

$$\begin{array}{r} 10 \\ \underline{5} \\ 50 \\ \underline{8} \\ 58 \\ \underline{175} \\ 1400 \\ \underline{875} \\ 10150 \end{array}$$

$$\begin{array}{r} 2489 \\ \hline 49680 \end{array}$$

$$\begin{array}{r} 2489 \\ \hline 298580 \end{array}$$

$$\begin{array}{r} 298580 \\ \hline 98 \end{array}$$

$$\begin{array}{r} 392984827 \\ \hline 223 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 184 \\ 345 \\ 696 \\ 69 \\ 423 \\ 75 \\ \hline 1792 \end{array}$$

$$\begin{array}{r} \frac{3}{4} \\ \frac{1}{3} \\ 100 \end{array}$$

Age 9

Possible attendance 616 days
Actual attendance 565 days

is history & O O
Does join now which pencil test
No he is writing with mdrays pencil
The fifth day of the week is Thursday
you and i ward shall
the scholars said that two can two
make four
A hooker knife is that

Bussy	14	245-	
comp	26	76	orange
eyes	47	669	
goes	17	75	
eggs	17	201	
center	56	<u>2545-</u>	
shuger	72		
hallery	42		
today	54		
such			
			25-550

I m t h a a y
dolz govt no with pnce to year
no he write with a sorry pma~~to~~ year
the fith day of the wep is thurys
you and ye were shad.
thes collised that tur tur are for
ully you ure to g ulare are trus~~th~~is

Bussy 14
 corn 26
 wages 47
 horse 7
 eggs 17
 scumte 52
 shagger 1
 collar 42
 to-day 72
 switch 1
 1
 1

243
 78
 669
 - 75
 2-01
 1232

409
 4
 408

5 million
 8 arangs
 5

245-
 325-
 235-
 805
 15-
 25-
 35-
 50
 125

25

1 Saturday F O B
John knows ~~him~~ pencil to use
No he is writing with Mery's pencil
The first day of the week is Thursday
your and I wear shoes
The scholars all said two and two ^{four} ~~four~~
whose wife is this

Brising	14	-	
comp	26	-	
eyes	47	2015-	25-
golds	7	188	888
eggs	17	669	
septa	56	75-	
evapor	-	201	
collar	1412	<u>1268</u>	
today	-		5 pencils
luck	9		8 organs

Age 13 Possible attendance 616 days
Actual attendance 593½ days

i. w. t. h. a. o. y. F. L. O. B.

Does John know with pencil to use.

Now he is writing with marryspencil.

The fifth day of the week is Thursday.

You and I were shoes.

He scarles all said two and two make fore

Does knife is this.

i. u. t. h. a. v. y. F. L. O. B.
Does John know which pencil to use.
nor he is writing with Mary's pencil.
The fifth day of the week is Thursday.
You and I wear shoes,
The scholars all said two and two make four
Whose knife is this.

busy, 14
 comb, 26
 eyes, 407
 goes, 7
 eggs, 17
 cents, 56
 sugar, 72
 collar, 42
 to-day, 84
 such, 6
 9
 9
 9 $\frac{9}{4}$

$\frac{5}{6}$
 243-
 198
 669
 73-
 201
1268
 604
 29
5486
 1202
17376
 409
 34
1636
 1227
13906

875-46
182
 5-pencil
 5 minutes past 10
 8 change
 5 stamps

25 years old,
 20 feet long,
 32 cents,
 866 trees,
 \$125 cents,
 49 days,
 744 envelopes
 83 dollars

in the day I BB
does not work which
prevent to rise
no he is using Mearrys funds
the first day is Thursday.
you and me wear shoes.
all the school said that and I was
four.
whose wife is there.

*297

Age 12 Possible attendance 929 days
Actual attendance 835½ days

i u t h a r y F L Q B
does of on knoesing which pen celer to you
now he is writing in the Merry p e h n g
the fifth day ~~of~~ of the week is thurs days
your deige are sh o e s
these collinsed that two and four
will you write this story whose name is this

409

4

3 0 11

busy, 14
 corn, 26
 eyes, 47
 gase, 7
 eggs, 17
 senta, 5-2
 shugger, —
 collar, 42
 today, 72
 outch, —
 —
 —

25-

2	4	5-
7	8	
6	6	9
7	5-	
2	0	1-
<u>2545-</u>		

5 minute
 8 oranges
 5

2	4	5-	15-	12	4
3	2	8-	25-	2	3
2	2	8	35-	2	3
8	2	6	50-	2	3
<u>125-</u>			<u>234</u>		

Possible attendance 929 days
Actual attendance 763½ days

Age 12

with a very O B
Does John now which pencil
to use
no he is using marlys pencil
the first day is thurs day
yes and i will checkes
all the school sad to and to
are far

*301

Possible attendance 160 days
Actual attendance 133 days

Age 6

What a love
of the great
world
of the great
world
of the great
world
of the great
world

Possible attendance 160 days
Actual attendance 116 days

Age 5

two little girls went out to walk in
the green fields it was a bright warm
day the name of one of the girls was rose the
name of the other was Lucy

Age 10

Possible attendance 771 days
Actual attendance 642 days

Now look what do you see sea island
nest and the nest is on tree for by we go sea
then the birds is on the eggs the new 11500169
rounds in the

Age 8 Possible attendance 616 days
Actual attendance 608 days

Mary Fern Bente is spent to get sam
tandy to eatas tick for anding
Mrs
press o

Age 9 Possible attendance 616 days
Actual attendance 565 days

Mary Fern Bente

Arithmetic.—What will the inquiring teacher obtain from arithmetics? A few selections from the arithmetics now in use will show that here there is little guidance.

I. The following is taken from the preface of a book much used:

The constant aim of the author has been not only to provide the pupil with a work thoroughly graded, so that each step shall be the sufficient training for the step that follows; but, also, to present the work in such variety of form as at once to maintain his interest and to render his judgment independent. The theoretical and the technical have been subordinated to the practical.

The theoretical is subordinated to the practical as follows:

1. Each group of three places—units, tens, and hundreds,—towards the left, is a separate period, the names of other periods, in their order, being: billions, trillions, quadrillions, quintillions, sextillions, septillions, octillions, nonillions, decillions, etc.

“Independent judgment” is fostered as follows:

2. What is the smallest number of melons that will exactly fill barrels that will contain either 14, 18, or 22 melons?

3. A number diminished by .625 of $\frac{2}{3}$ of itself is equal to 91. What is the number?

II. From another the following is taken:

“At the present time there seems to be an increasing demand for a class of school text-books which will help the student to acquire the greatest amount of practical and useful knowledge of a subject by the smallest expenditure of time, labor, and money.”

Below are a few illustrations of the way to “help a student to acquire the greatest amount of practical and useful knowledge by the smallest expenditure of time, labor, and money.”

1. It is obvious that multiplying a fraction by an integer, or an integer by a fraction, is essentially the same.

Prin. 1. By the use of a vertical line and cancellation we have one uniform process, by which all the operations in multiplication of fractions are much abbreviated and simplified.

When either factor is an integer place it on the right of the line; when both factors are fractional place the numerators on the right, and the denominators

on the left. The product of the numbers on the right, divided by the product of those on the left, will give the required product.

2. Multiply $16\frac{5}{9}$ by 12.

$$\begin{array}{r} 16\frac{5}{9} \\ 12 \\ \hline 192 = 16 \times 12 \\ 6\frac{2}{3} = \frac{5}{9} \times 12 \\ \hline 198\frac{2}{3} = 16\frac{5}{9} \times 12 \end{array}$$

$$\text{Or, } 16\frac{5}{9} = \frac{149}{9}$$

$$\begin{array}{r|l} 39 & 149 \\ & 12 \quad 4 \\ \hline 3 & 596 \\ & \hline & 198\frac{2}{3} \end{array}$$

3. A repetend is changed to a fraction by writing for a denominator as many nines as there are figures in the repetend.

$$\text{Thus, } .\dot{3} = \frac{3}{9}; \quad .\dot{2}7 = \frac{27}{99}; \quad .\dot{4}0\dot{9} = \frac{409}{99} = 4\frac{9}{99} = 4\frac{1}{11}.$$

III. Another author says:

"This arithmetic, undertaken at the suggestion of many educators of distinction, has been prepared with special reference to training for practical business, and to the development of mind power through fixed habits of attention and lucid processes of reasoning.

"The problems are abundant and varied, based upon recent and reliable data, and drawn from the actual experiences of life."

The following, based "upon reliable data and drawn from actual experiences of life," is given.

1. A Clerk had a salary of \$1,500 for a year of 52 weeks. His board cost him \$4.25 a week; he wasted for cigars and liquor \$1.30 a week; and his other expenses were for the year \$150. How much did he save? How much could he have saved if he had avoided the cigars and liquor?

"Mind power" is developed through the following "lucid process of reasoning":

2. Find the difference between 34000 and 21345.

Solution.—There being 0 ones, 0 tens, 0 hundreds in the minuend, we take one of the four thousands (leaving 3 thousands), or 10 hundreds (leaving 9 hundreds), or 10 tens; and one of the 10 tens (leaving 9 tens), or 10 ones; the minuend may then be considered 3 ten-thousands, 3 thousands, 9 hundreds, 9 tens, and 10 ones.

Taking from the changed minuend the 2 ten-thousands, 1 thousand, 3 hundreds, 4 tens, 5 ones of the subtrahend, we have the difference required, 12655.

3. Multiply 97 by 600.

Solution.—600 is 100 times 6; 600 times 97 is the same as 100 times 6 times 97. 6 times 97 are 582, and 100 times 6 times 97 are 100 times 582, or 58200. That is,—

To multiply by a number of tens, hundreds, etc.:

Multiply without regard to the ciphers at the right of the multiplier, annex that number of ciphers to the product, and give it as many decimal figures as the multiplicand has.

IV. Another author writes as follows :

“This book is designed to prepare the pupil to meet the demands of actual life.”

Here are some of the “demands of actual life” :

1. Write the following :

(a) Seventeen billion, seven hundred fifty-nine million, ninety thousand, sixty-seven.

(b) Three hundred thirty-three quadrillion, seven hundred seventy-nine billion, three hundred thousand, two.

(c) Nine hundred ten quadrillion, four million, three thousand.

(d) Fifty-four quintillion, eighty-three quadrillion, nine hundred million, seventeen thousand, one hundred eighty-two.

(e) Eighteen billion, four.

(f) Eighty-nine million, four hundred five thousand, seven.

(g) Thirty-seven trillion, ninety-three billion, eighty-one.

(h) Seven hundred quintillion, one quadrillion, one.

(i) Fifty quintillion, forty-nine thousand, thirty.

2. An apothecary mixed $5\overline{3}$, $1\overline{3}$, $3\overline{\Theta}$ of aloes, for which he paid \$1.00 a pound, with $7\overline{3}$, $6\overline{3}$, $1\overline{\Theta}$, $12\overline{gr}$. of rhubarb, for which he paid \$4.00 a pound, and made the mixture into pills, which he sold in boxes, 75 grains in each box, for 25 cents a box; what does he gain?

3. Add nine billion, six hundred ninety-two million, eighty-one thousand sixty-four; eighty-nine trillion, six hundred thirty-two million; ninety-one thousand eighteen; eighty-seven thousand thirty-four; and two hundred sixty-eight quadrillion, nine hundred eighty-four trillion, ninety-eight million, one thousand ninety-four.

4. Find the Greatest Common Divisor of 91 and 325.

We divide 325 by 91 to see if it is a divisor of 325, for 91 is the greatest divisor of itself; If it is a divisor of 325 it is the greatest common divisor of 91 and 325. It is not a divisor of 325, for there is a remainder of 52. 52 is the greatest divisor of itself; if it is a divisor of 91 it is the greatest common divisor of 52 and 91. It is not a divisor of 91, for there is a remainder of 39; 39 is the greatest divisor of itself; if it is a divisor of 52, it is the greatest common divisor of 39 and 52. It is not a divisor of 52, for there is a remainder of 13; 13 is the greatest common divisor of itself and 39. It must therefore be of 39 and 52, for 52 equals 1 times 39 plus 13. If it is the greatest common divisor of 39 and 52, it must be of 52 and 91, for 91 equals 1 times 52 plus 39. If it is the

greatest common divisor of 52 and 91, it must be of 91 and 325, for 325 equals 3 times 91 plus 52. Hence the rule.

Operation:—

$$\begin{array}{r}
 91)325(3 \\
 \underline{273} \\
 52)91(1 \\
 \underline{52} \\
 39)52(1 \\
 \underline{39} \\
 13)39(3 \\
 \underline{39} \\
 00
 \end{array}$$

V. Another introduces his subject thus :

“In the preparation of this work the author has endeavored to make a text-book that shall aid in teaching the art of arithmetic, without any unnecessary discussion of the subject, as a science. All the subjects have been made as practical as possible ; and all obsolete and useless matter and puzzling examples have been omitted.”

Having thus eliminated unnecessary discussion of arithmetic as a science he rejects all puzzling examples by introducing a real boy and giving his experience as follows :

A boy being asked how many chickens he had replied, that if he had as many more and one-third as many more and 4 more, he should have 25. How many had he ?

Having rejected the useless he thus illuminates the useful :

$$\frac{2}{15} \text{ of } \frac{28}{3} \text{ of } 3\frac{1}{8} \div \frac{24\frac{1}{2}}{1\frac{8}{5} \times 1\frac{1}{2}} = ?$$

VI. Still another announces his purpose :

“In the preparation of this work, it has not been my design to present the pupils with a long list of arithmetical curiosities, to perplex his understanding with puzzling questions, nor to encumber his memory with useless theories. But it has been my endeavor to set forth in as clear and concise a manner as possible the principles of the Science of Arithmetic, and to illustrate these principles by plain and practical examples ; in short, to explain the properties and relation of numbers and their application to the business transactions of daily life.”

Having banished all “arithmetical curiosities” the following “plain and practical” examples are introduced :

1. A farmer distributed a certain number of bushels of grain among five of his poor neighbors, as follows : to the first he gave half of the whole number, less

16 bushels ; to the second, half of the remainder less 8 ; to the third, half of the remainder less 4 ; to the fourth, half of the remainder less 2 ; and to the fifth, the remainder, which was 11 bushels. How much did he give to all, and how much to each ?

2. A farmer being asked how many sheep he had replied, that he had them in four fields, and that two-thirds of the number in the first field equalled three-fourths of the number in the second ; two-thirds of the number in the second equalled three-fourths of the number in the third ; and two-thirds of the number in the third equalled four-fifths of the number in the fourth ; also that there were 32 more sheep in the third field than in the fourth. How many sheep in each field, and how many in all ?

Thus teachers are taught, and thus they endeavor to teach children the "plain," the "practical," the "demands of actual life," the "business transactions of daily life," and "mind power."

In contrast with these high-sounding purposes and claims, the following table (314*-376*) shows the actual results of teaching the contents of these books. It should be distinctly understood that failure is not the fault of the children ; they are capable of infinitely better things.

TOWN A.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	3	7	9	2	5	9	35
Average age of pupils who wrote (years and months),	11-5	11-0	12-6	10-4	12-9	10-10	11-7
Time pupils have been in school (years and months),	5-0	4-3	6-2	3-6	6-7	4-6	5-2
MENTAL ARITHMETIC.							
<i>Addition.</i> —Examples ($9+5$; $17+9$; $38+9$):							
Whole number answers,	9	21	27	6	15	27	105
Number incorrect answers,	0	4	5	0	1	8	18
<i>Subtraction.</i> —Examples ($11-4$; $25-8$):							
Whole number answers,	6	14	18	4	10	18	70
Number incorrect answers,	0	2	1	2	2	4	11
<i>Multiplication.</i> —Examples (7×8 ; 6×7 ; 9×8 ; 7×12):							
Whole number answers,	12	28	36	8	20	36	140
Number incorrect answers,	1	0	0	0	4	9	14
<i>Division.</i> —Examples ($54\div 9$; $27\div 3$; $19\div 6$):							
Whole number answers,	9	21	27	6	15	27	105
Number incorrect answers,	0	2	5	2	4	12	25
<i>Fractions.</i> —Examples ($\frac{1}{2}+\frac{1}{4}$; $\frac{2}{3}+\frac{1}{6}$):							
Whole number answers,	6	14	18	—	10	18	66
Number incorrect answers,	4	5	13	—	4	12	38

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	12	14	36	8	20	36	126
Number incorrect answers,	0	0	3	2	6	5	18

TABLE III.—ARITHMETIC.

* 315

TOWN A.—CONTINUED.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	3	7	9	2	5	9	35
Average age of pupils who wrote (years and months),	11-5	11-0	12-6	10-4	12-9	10-10	11-7
Time pupils have been in school (years and months),	5-0	4-3	6-2	3-6	6-7	4-6	5-2
WRITTEN ARITHMETIC.							
<i>Addition.</i> —Example (245; 78; 669; 75; 201):							
Number incorrect answers,	0	2	3	1	1	6	13
<i>Multiplication.</i> —Example (604 × 29):							
Number incorrect answers,	2	2	3	—	1	5	13
<i>Division.</i> —Example (546 ÷ 3):							
Number incorrect answers,	0	1	2	—	2	5	10

Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A school room is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in 6 months?

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

Whole number answers,	24	56	72	—	40	72	264
Number incorrect answers,	9	15	26	—	19	43	112

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does John know which pencil to use? No, *he is* writing with Mary's *pencil*.

2. *The* (fourth) day *of the* week *is* (Wednesday).

3. You *and I* wear shoes.

4. *The* scholars *all* said, "Two *and two* are four."

5. Whose knife *is* this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such,

Number who failed to:

Begin each sentence with capital,	0	3	1	1	0	2	7
Begin the three proper nouns with capitals,	0	4	5	1	1	1	12
Use capital for pronoun I,	0	1	0	0	0	1	2
Use the two interrogation points correctly,	3	6	6	1	3	7	26
Use the four periods correctly,	0	5	2	0	1	4	12
Use apostrophe with possessive,	2	6	4	1	4	4	21
Use quotation marks correctly,	3	7	9	2	5	8	34
Number words mis-spelled in:							
Sentences (italicized words not regarded),	7	27	30	18	24	41	147
Ten dictated words,	4	15	16	6	16	14	71

<i>Reading.</i> —Average for sight-reading,	71.2	65.6	70.0	63.0	71.2	82.0	62.7
<i>Penmanship</i> ,	60.0	56.4	52.2	15.0	75.0	49.4	54.4
<i>English</i> ,	86.0	15.0	82.1	86.4	97.8	54.2	64.3

TOWN B.	DISTRICT.												Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
Number of pupils who wrote papers,	12	3	6	4	9	7	5	7	8	6	5	6	78
Average age of pupils who wrote (years and months),	11-6	13-7	11-4	10-11	12-6	12-2	12-6	12-0	12-3	12-8	12-7	11-5	12-0
Time pupils have been in school (years and months),	5-3	5-0	5-2	3-9	5-6	5-0	5-4	4-10	5-6	6-0	4-7	5-4	5-2
MENTAL ARITHMETIC.													
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):													
Whole number answers,	36	9	18	12	27	21	15	21	24	18	15	18	234
Number incorrect answers,	1	0	3	4	0	2	0	0	0	6	3	0	19
<i>Subtraction.</i> —Examples (11-4; 25-8):													
Whole number answers,	24	6	12	8	18	14	10	14	16	12	10	12	156
Number incorrect answers,	3	0	5	0	1	4	1	4	0	5	4	0	27
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):													
Whole number answers,	48	12	24	16	36	28	20	28	32	24	20	24	312
Number incorrect answers,	12	3	12	4	0	2	1	3	4	9	0	4	54
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):													
Whole number answers,	36	9	18	12	27	21	15	21	24	18	15	18	234
Number incorrect answers,	8	1	10	3	4	5	3	7	5	9	7	6	68
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):													
Whole number answers,	24	6	12	8	18	14	10	14	16	12	10	12	156
Number incorrect answers,	14	5	12	8	11	9	10	11	13	10	10	10	123

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	48	12	24	16	36	28	20	28	32	24	20	24	312
Number incorrect answers,	6	0	13	8	2	1	8	1	3	6	6	7	61

TOWN B.—CONTINUED.	DISTRICT.												Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
Number of pupils who wrote papers,	12	3	6	4	9	7	5	7	8	6	5	6	78
Average age of pupils who wrote (years and months),	11-6	13-7	11-4	10-11	12-6	12-2	12-6	12-0	12-3	12-8	12-7	11-5	12-0
Time pupils have been in school (years and months),	5-3	5-0	5-2	3-9	5-6	5-0	5-4	4-10	5-6	6-0	4-7	5-4	5-2
WRITTEN ARITHMETIC.													
Addition.—Example (245; 78; 669; 75; 201):													
Number incorrect answers,	2	2	4	3	1	3	0	3	1	3	4	3	29
Multiplication.—Example (604×29):													
Number incorrect answers,	5	0	5	4	3	4	1	5	1	2	4	4	38
Division.—Example (546÷3):													
Number incorrect answers,	6	1	5	4	5	3	3	2	1	1	3	4	38
Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?													
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?													
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?													
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?													
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?													
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?													
7. A man uses 124 envelopes in a month. How many will he use in 6 months?													
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?													
Whole number answers,	96	24	48	32	72	56	40	56	64	48	40	48	624
Number incorrect answers,	54	12	40	22	35	28	27	38	17	27	21	29	350
Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.													
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .													
2. <i>The</i> (fourth) day <i>of the</i> week <i>is</i> (Wednesday).													
3. You <i>and I</i> wear shoes.													
4. <i>The</i> scholars <i>all</i> said, " <i>Two and two are four.</i> "													
5. Whose knife <i>is</i> this?													
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.													
Number who failed to:													
Begin each sentence with capital,	1	0	6	2	7	2	3	4	0	2	4	5	36
Begin the three proper nouns with capitals,	5	2	4	3	5	3	3	4	1	3	4	5	42
Use capital for pronoun <i>I</i> ,	0	0	4	2	3	0	2	3	0	2	4	4	24
Use the two interrogation points correctly,	5	3	6	4	8	5	5	4	4	5	4	6	59
Use the four periods correctly,	4	1	4	1	8	1	5	3	1	1	3	5	37
Use apostrophe with possessive,	4	3	5	3	7	5	4	6	5	3	4	6	55
Use quotation marks correctly,	12	3	6	4	9	7	5	7	7	6	5	6	77
Number words mis-spelled in:													
Sentences (italicized words not re- garded),	71	18	64	65	66	21	41	74	16	64	26	47	573
Ten dictated words,	28	4	22	18	35	17	15	29	8	26	16	12	230
Reading.—Average for sight-reading,													
Penmanship,	77.4	75.3	60.5	71.6	72.2	70.1	67.2	71.3	78.5	72.3	73.3	60.6	71.4
English,	52.9	61.6	35.8	37.5	36.6	52.1	47.0	44.2	68.7	45.8	38.0	32.5	46.6
	57.0	64.1	63.8	48.4	35.4	74.0	37.7	71.0	66.3	59.9	48.1	29.7	54.9

TOWN C.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	3	5	3	8	3	9	31
Average age of pupils who wrote (years and months),	10-11	13-2	12-1	11-4	10-0	11-10	11-1
Time pupils have been in school (years and months),	5-4	7-0	5-4	5-1	4-4	4-5	5-2
MENTAL ARITHMETIC.							
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):							
Whole number answers,	9	15	9	24	9	27	93
Number incorrect answers,	2	0	1	1	0	5	9
<i>Subtraction.</i> —Examples (11-4; 25-8):							
Whole number answers,	6	10	6	16	6	18	62
Number incorrect answers,	1	1	1	2	2	1	8
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):							
Whole number answers,	12	20	12	32	12	36	124
Number incorrect answers,	2	3	3	3	4	15	30
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):							
Whole number answers,	9	15	9	24	9	27	93
Number incorrect answers,	5	3	3	4	3	15	33
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):							
Whole number answers,	6	10	6	16	6	18	62
Number incorrect answers,	5	8	5	11	4	16	49

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	12	20	12	32	12	36	124
Number incorrect answers,	2	6	1	11	3	14	37

TOWN C.—CONTINUED.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	3	5	3	8	3	9	31
Average age of pupils who wrote (years and months),	10-11	13-2	12-1	11-4	10-0	11-10	11-1
Time pupils have been in school (years and months),	5-4	7-0	5-4	5-1	4-4	4-5	5-2
WRITTEN ARITHMETIC.							
<i>Addition.</i> —Example (245; 78; 669; 75; 201):							
Number incorrect answers,	3	1	0	2	1	4	11
<i>Multiplication.</i> —Example (604×29):							
Number incorrect answers,	1	4	1	4	1	5	16
<i>Division.</i> —Example (546÷3):							
Number incorrect answers,	2	2	1	4	1	7	17
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother?							
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?							
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?							
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?							
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?							
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?							
7. A man uses 124 envelopes in a month. How many will he use in 6 months?							
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?							
Whole number answers,	24	40	24	64	24	72	248
Number incorrect answers,	12	21	13	46	11	37	130
<i>Dictation.</i> —Write at dictation i, u, t, h, a, o, y, F, L, O, B.							
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .							
2. <i>The</i> (fourth) day <i>of the week is</i> (Wednesday).							
3. <i>You and I</i> wear shoes.							
4. <i>The scholars all</i> said, "Two <i>and two</i> are four."							
5. Whose knife <i>is</i> this?							
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.							
Number who failed to:							
Begin each sentence with capital,	2	2	3	2	2	4	15
Begin the three proper nouns with capitals,	2	3	3	4	2	5	19
Use capital for pronoun <i>I</i> ,	0	3	1	1	1	3	9
Use the two interrogation points correctly,	3	5	3	7	2	7	27
Use the four periods correctly,	2	4	1	4	3	6	20
Use apostrophe with possessive,	3	4	2	5	3	7	24
Use quotation marks correctly,	3	5	3	8	3	9	31
Number words mis-spelled in:							
Sentences (italicized words not regarded),	14	25	14	47	10	47	157
Ten dictated words,	5	13	6	15	2	19	60
<i>Reading.</i> —Average for sight-reading,							
<i>Penmanship</i> ,	73.3	64.1	67.2	78.3	73.8	83.0	74.0
<i>English</i> ,	53.3	43.0	46.6	47.5	45.0	44.4	46.1
<i>English</i> ,	40.4	23.4	37.1	57.5	55.4	36.2	41.9

TOWN D.	DISTRICT.					Total.
	I	II	III	IV	V	
Number of pupils who wrote papers,	6	8	3	4	6	27
Average age of pupils who wrote (years and months), .	10-8	11-1	12-3	10-7	10-6	10-11
Time pupils have been in school (years and months), .	5-2	5-4	6-8	5-0	4-0	5-1
MENTAL ARITHMETIC.						
<i>Addition.</i> — Examples (9+5 ; 17+9 ; 38+9):						
Whole number answers,	18	24	9	12	18	81
Number incorrect answers,	5	3	0	0	3	11
<i>Subtraction.</i> — Examples (11-4 ; 25-8):						
Whole number answers,	12	16	6	8	12	54
Number incorrect answers,	5	3	2	1	5	16
<i>Multiplication.</i> — Examples (7×8 ; 6×7 ; 9×8 ; 7×12):						
Whole number answers,	24	32	12	16	24	108
Number incorrect answers,	4	5	5	2	8	24
<i>Division.</i> — Examples (54÷9 ; 27÷3 ; 19÷6):						
Whole number answers,	18	24	9	12	18	81
Number incorrect answers,	8	6	3	4	8	29
<i>Fractions.</i> — Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):						
Whole number answers,	12	16	6	8	12	54
Number incorrect answers,	11	8	5	8	9	41

Number Stories.— If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	24	32	12	16	24	108
Number incorrect answers,	10	9	2	8	11	40

TABLE III.—ARITHMETIC.

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TOWN D.—CONTINUED.	DISTRICT.					Total.
	I	II	III	VI	V	
Number of pupils who wrote papers,	6	8	3	4	6	27
Average age of pupils who wrote (years and months),	10-8	11-1	12-3	10-7	10-6	10-11
Time pupils have been in school (years and months),	5-2	5-4	6-8	5-0	4-0	5-1
WRITTEN ARITHMETIC.						
<i>Addition.</i> —Example (245; 78; 669; 75; 201):						
Number incorrect answers,	4	2	2	1	3	12
<i>Multiplication.</i> —Example (604 × 29):						
Number incorrect answers,	6	2	2	1	1	12
<i>Division.</i> —Example (546 ÷ 3):						
Number incorrect answers,	4	3	1	4	1	13
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother?						
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?						
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?						
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?						
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?						
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?						
7. A man uses 124 envelopes in a month. How many will he use in six months?						
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?						
Whole number answers,	—	64	24	32	48	168
Number incorrect answers,	—	31	12	19	30	92
<i>Dictation.</i> —Write at dictation i, u, t, h, a, o, y, F, L, O, B.						
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .						
2. <i>The</i> (fourth) day of the week <i>is</i> (Wednesday).						
3. You <i>and I</i> wear shoes.						
4. <i>The</i> scholars <i>all</i> said, "Two <i>and two</i> are four."						
5. Whose knife <i>is</i> this?						
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.						
Number who failed to:						
Begin each sentence with capital,	3	4	1	3	2	13
Begin the three proper nouns with capitals,	3	3	3	4	5	18
Use capital for pronoun <i>I</i> ,	1	2	0	2	1	6
Use the two interrogation points correctly,	6	8	2	4	5	25
Use the four periods correctly,	5	4	1	2	3	15
Use apostrophe with possessive,	6	6	3	3	3	21
Use quotation marks correctly,	6	8	3	3	6	26
Number words mis-spelled in:						
Sentences (italicized words not regarded),	56	43	15	35	43	192
Ten dictated words,	30	18	12	11	23	94
<i>Reading.</i> —Average for sight reading,	51.4	71.0	65.0	70.0	73.0	66.2
<i>Penmanship</i> ,	41.6	56.2	41.6	45.0	45.8	47.4
<i>English</i> ,	39.2	49.8	56.9	28.5	69.4	49.4

TOWN E.	DISTRICT.											Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	
Number of pupils who wrote papers, .	6	5	3	3	3	4	5	9	4	5	8	55
Average age of pupils who wrote (years and months), }	11-9	10-11	14-3	11-9	11-9	12-8	11-8	12-10	11-1	11-9	13-7	12-3
Time pupils have been in school (years and months), }	6-2	4-9	8-0	5-8	5-4	6-3	4-8	4-10	4-9	5-2	6-0	5-6
MENTAL ARITHMETIC.												
<i>Addition.</i> — Examples ($9 + 5$; $17 + 9$; $38 + 9$) :												
Whole number answers, . . .	18	15	9	9	9	12	15	27	12	15	24	165
Number incorrect answers, . .	0	3	0	2	0	0	2	0	2	0	4	13
<i>Subtraction.</i> — Examples ($11 - 4$; $25 - 8$) :												
Whole number answers, . . .	12	10	6	6	6	8	10	18	8	10	16	110
Number incorrect answers, . .	1	3	0	2	2	1	3	1	2	4	3	22
<i>Multiplication.</i> — Examples (7×8 ; 6×7 ; 9×8 ; 7×12) :												
Whole number answers, . . .	24	20	12	12	12	16	20	36	16	20	32	220
Number incorrect answers, . .	11	7	0	4	2	6	0	2	1	2	8	43
<i>Division.</i> — Examples ($54 \div 9$; $27 \div 3$; $19 \div 6$) :												
Whole number answers, . . .	18	15	9	9	9	12	15	27	12	15	24	165
Number incorrect answers, . .	9	6	1	4	2	4	6	5	1	2	7	47
<i>Fractions.</i> — Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$) :												
Whole number answers, . . .	12	10	6	6	6	8	10	18	8	10	16	110
Number incorrect answers, . .	11	7	1	5	5	7	6	15	7	10	14	88

Number Stories. — If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get ?

It is now 10 minutes after ten, what time was it five minutes ago ?

Alice has twelve oranges, how many can she give away and keep four ?

I have ten cents to spend for 2-cent stamps, how many can I buy ?

Whole number answers, . . .	24	20	12	12	12	16	20	36	16	20	32	220
Number incorrect answers, . .	12	6	0	5	0	4	3	11	3	2	4	50

TABLE III.—ARITHMETIC.

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TOWN E.—CONTINUED.	DISTRICT.											Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	
Number of pupils who wrote papers, . . .	6	5	3	3	3	4	5	9	4	5	8	55
Average age of pupils who wrote (years and months), . . .	11-9	10-11	14-3	11-9	11-9	12-8	11-8	12-10	11-1	11-9	13-7	12-3
Time pupils have been in school (years and months), . . .	6-2	4-9	8-0	5-8	5-4	6-3	4-8	4-10	4-9	5-2	6-0	5-6
WRITTEN ARITHMETIC.												
Addition.—Example (245 ; 78 ; 669 ; 75 ; 201):												
Number incorrect answers, . . .	4	2	2	2	1	1	1	2	3	3	2	23
Multiplication.—Example (604 × 29);												
Number incorrect answers, . . .	5	3	1	3	1	3	2	3	2	4	3	30
Division.—Example (546 ÷ 3):												
Number incorrect answers, . . .	4	3	0	1	2	2	3	4	0	4	3	26
Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?												
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?												
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?												
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?												
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?												
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?												
7. A man uses 124 envelopes in a month. How many will he use in 6 months?												
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?												
Whole number answers, . . .	48	40	24	24	24	—	40	72	—	40	64	376
Number incorrect answers, . . .	34	18	4	13	12	—	26	30	—	30	29	196
Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.												
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .												
2. <i>The</i> (fourth) day of the week <i>is</i> (Wednesday).												
3. You <i>and I</i> wear shoes.												
4. <i>The</i> scholars <i>all</i> said, "Two <i>and two</i> are four."												
5. Whose knife <i>is</i> this?												
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.												
Number who failed to:												
Begin each sentence with capital, . . .	5	3	0	2	0	1	5	4	1	3	5	29
Begin the three proper nouns with capitals, . . .	6	2	0	2	2	2	5	5	2	4	4	34
Use capital for pronoun <i>I</i> , . . .	3	2	0	0	0	1	4	3	0	1	3	17
Use the two interrogation points correctly, . . .	6	4	0	3	3	4	5	7	4	5	8	49
Use the four periods correctly, . . .	6	3	0	3	1	2	4	5	2	4	4	34
Use apostrophe with possessive, . . .	5	3	2	2	3	4	5	4	3	3	6	40
Use quotation marks correctly, . . .	6	5	3	3	3	4	5	9	4	5	8	55
Number words mis-spelled in:												
Sentences (italicized words not regarded), . . .	39	31	6	21	11	29	62	30	17	42	71	359
Ten dictated words, . . .	25	20	5	9	2	15	21	18	9	11	34	169
Reading.—Average for sight-reading,												
Penmanship, . . .	64.3	81.3	65.0	60.0	72.1	64.2	67.5	67.1	67.0	70.6	70.0	68.4
English, . . .	23.3	51.0	68.3	36.6	46.6	50.0	26.0	37.2	31.2	41.0	29.3	37.8
	90.5	54.2	66.1	20.7	42.1	35.7	22.1	87.4	7.8	29.8	38.2	49.5

TOWN F.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	10	5	5	10	84	212	326
Average age of pupils who wrote (years and months),	11-10	10-2	12-0	11-11	11-0	11-6	11-4
Time pupils have been in school (years and months),	5-3	3-4	4-0	5-8	4-8	5-6	5-2
MENTAL ARITHMETIC.							
<i>Addition.</i> — Examples (9+5; 17+9; 38+9):							
Whole number answers,	30	15	15	30	252	636	978
Number incorrect answers,	0	0	0	2	32	49	83
<i>Subtraction.</i> — Examples (11-4; 25-8):							
Whole number answers,	20	10	10	20	168	424	652
Number incorrect answers,	1	0	1	2	42	35	81
<i>Multiplication.</i> — Examples (7×8; 6×7; 9×8; 7×12):							
Whole number answers,	40	20	20	40	336	848	1304
Number incorrect answers,	7	4	0	6	43	62	122
<i>Division.</i> — Examples (54÷9; 27÷3; 19÷6):							
Whole number answers,	30	15	15	30	252	636	978
Number incorrect answers,	10	9	0	4	60	72	155
<i>Fractions.</i> — Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):							
Whole number answers,	20	10	10	20	56	195	311
Number incorrect answers,	12	10	10	8	43	94	177

Number Stories. — If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	40	20	20	40	336	848	1304
Number incorrect answers,	8	8	0	7	65	32	120

TOWN F.—CONTINUED.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	10	5	5	10	84	212	326
Average age of pupils who wrote (years and months),	11-10	10-2	12-0	11-11	11-0	11-6	11-4
Time pupils have been in school (years and months),	5-3	3-4	4-0	5-8	4-8	5-6	5-2
WRITTEN ARITHMETIC.							
<i>Addition.</i> —Example (245; 78; 669; 75; 201):							
Number incorrect answers,	5	3	1	6	31	37	83
<i>Multiplication.</i> —Example (604 × 29):							
Number incorrect answers,	5	4	0	5	41	27	82
<i>Division.</i> —Example (546 ÷ 3):							
Number incorrect answers,	5	4	0	4	35	28	76
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother?							
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?							
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?							
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?							
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?							
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?							
7. A man uses 124 envelopes in a month. How many will he use in 6 months?							
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?							
Whole number answers,	80	40	40	80	600	590	1430
Number incorrect answers,	48	32	15	26	200	77	398
<i>Dictation.</i> —Write at dictation i, u, t, h, a, o, y, F, L, O, B.							
1. Does John know which pencil to use? No, he is writing with Mary's pencil.							
2. The (fourth) day of the week is (Wednesday).							
3. You and I wear shoes.							
4. The scholars all said, "Two and two are four."							
5. Whose knife is this?							
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.							
Number who failed to:							
Begin each sentence with capital,	4	2	2	2	16	20	46
Begin the three proper nouns with capitals,	3	1	2	1	29	16	52
Use capital for pronoun <i>I</i> ,	3	3	0	3	5	6	20
Use the two interrogation points correctly,	7	5	4	8	67	101	192
Use the four periods correctly,	6	5	1	4	39	57	112
Use apostrophe with possessive,	9	5	2	5	59	91	171
Use quotation marks correctly,	10	5	5	10	84	210	324
Number words mis-spelled in:							
Sentences (italicized words not regarded),	70	30	17	29	458	942	1546
Ten dictated words,	26	7	11	13	233	392	682
<i>Reading.</i> —Average for sight-reading,							
<i>Penmanship</i> ,	69.7	63.9	72.3	73.3	66.5	50.8	56.6
<i>English</i> ,	61.0	28.0	56.0	57.5	40.8	48.8	47.2
	30.3	51.3	67.3	48.1	34.1	50.9	40.2

TOWN C.	DISTRICT.							Total.
	I	II	III	IV	V	VI	VII	
Number of pupils who wrote papers,	68	13	13	6	8	5	35	148
Average age of pupils who wrote (years and months),	11-9	12-6	12-8	12-5	13-4	11-2	12-2	12-2
Time pupils have been in school (years and months),	5-3	6-2	5-2	5-10	6-6	6-7	5-10	5-7
MENTAL ARITHMETIC.								
<i>Addition.</i> — Examples (9+5; 17+9; 38+9):								
Whole number answers,	204	39	39	18	24	15	105	444
Number incorrect answers,	18	3	5	0	6	2	8	42
<i>Subtraction.</i> — Examples (11-4; 25-8):								
Whole number answers,	136	26	26	12	16	10	70	296
Number incorrect answers,	23	3	4	5	8	2	5	50
<i>Multiplication.</i> — Examples (7×8; 6×7; 9×8; 7×12):								
Whole number answers,	272	52	52	24	32	20	140	592
Number incorrect answers,	71	7	2	4	17	5	2	108
<i>Division.</i> — Examples (54÷9; 27÷3; 19÷6):								
Whole number answers,	204	39	39	18	24	15	105	444
Number incorrect answers,	85	12	3	7	19	4	7	137
<i>Fractions.</i> — Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):								
Whole number answers,	86	26	26	12	16	10	70	246
Number incorrect answers,	75	26	26	10	16	9	64	226

Number Stories. — If a boy had 24 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	272	52	52	24	32	20	140	592
Number incorrect answers,	56	2	7	6	11	3	13	98

TOWN C. — CONTINUED.	DISTRICT.							Total.
	II	II	III	IV	V	VI	VII	
Number of pupils who wrote papers,	68	13	13	6	8	5	35	148
Average age of pupils who wrote (years and months),	11-9	12-6	12-8	12-5	13-4	11-2	12-2	12-2
Time pupils have been in school (years and months),	5-3	6-2	5-2	5-10	6-6	6-7	5-10	5-7
WRITTEN ARITHMETIC.								
<i>Addition.</i> — Example (245; 78; 669; 75; 201):								
Number incorrect answers,	36	4	2	2	4	4	2	54
<i>Multiplication.</i> — Example (604 × 29):								
Number incorrect answers,	31	2	8	2	4	1	6	54
<i>Division.</i> — Example (546 ÷ 3):								
Number incorrect answers,	33	4	3	3	7	3	7	60
<i>Examples.</i> — 1. John's father is 30 years old. His mother is five years younger. How old is his mother?								
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?								
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?								
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?								
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?								
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?								
7. A man uses 124 envelopes in a month. How many will he use in six months?								
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?								
Whole number answers,	344	104	104	48	64	40	280	984
Number incorrect answers,	71	48	55	26	43	24	82	349
<i>Dictation.</i> — Write at dictation i, u, t, h, a, o, y, F, L, O, B.								
1. Does John know which pencil to use? No, he is writing with Mary's pencil.								
2. The (fourth) day of the week is (Wednesday).								
3. You and I wear shoes.								
4. The scholars all said, "Two and two are four."								
5. Whose knife is this?								
Write in a column: — busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.								
Number who failed to:								
Begin each sentence with capital,	2	8	1	1	3	4	0	19
Begin the three proper nouns with capitals,	13	3	2	2	3	2	0	25
Use capital for pronoun I,	6	0	1	0	3	2	1	13
Use the two interrogation points correctly,	38	9	9	3	7	5	25	96
Use the four periods correctly,	10	3	3	2	4	3	3	28
Use apostrophe with possessive,	28	3	8	3	6	4	13	65
Use quotation marks correctly,	71	10	13	6	8	5	33	146
Number words mis-spelled in:								
Sentences (italicized words not regarded),	283	50	37	25	70	28	51	544
Ten dictated words,	134	15	6	15	31	15	32	248
<i>Reading.</i> — Average for sight-reading,								
<i>Penmanship,</i>	49.8	55.7	53.4	51.6	26.2	32.0	51.7	49.3
<i>English,</i>	44.3	57.5	34.4	38.4	38.5	79.7	61.2	49.2

TOWN H.	DISTRICT.									Total.
	I	II	III	IV	V	VI	VII	VIII	IX	
Number of pupils who wrote papers,	3	4	84	2	3	7	12	4	9	128
Average age of pupils who wrote (years and months),	10-9	12-10	11-8	10-9	12-6	12-0	13-5	11-10	11-2	11-10
Time pupils have been in school (years and months),	5-0	6-0	5-4	5-0	6-4	5-2	7-5	6-0	5-1	5-6
MENTAL ARITHMETIC.										
<i>Addition.</i> — Examples (9+5; 17+9; 38+9):										
Whole number answers,	9	12	252	6	9	21	36	12	27	384
Number incorrect answers,	2	0	24	0	0	0	4	0	5	35
<i>Subtraction.</i> — Examples (11-4; 25-8):										
Whole number answers,	6	8	168	4	6	14	24	8	18	256
Number incorrect answers,	2	3	27	1	0	2	4	1	9	49
<i>Multiplication.</i> — Examples (7×8; 6×7; 9×8; 7×12):										
Whole number answers,	12	16	336	8	12	28	48	16	36	512
Number incorrect answers,	4	4	26	1	0	0	13	0	10	58
<i>Division.</i> — Examples (54÷9; 27÷3; 19÷6):										
Whole number answers,	9	12	252	6	9	21	36	12	27	384
Number incorrect answers,	0	3	36	3	0	4	10	1	8	65
<i>Fractions.</i> — Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):										
Whole number answers,	6	8	98	4	6	14	24	8	18	186
Number incorrect answers,	5	8	60	4	3	14	23	7	18	142
<i>Number Stories.</i> — If a boy had 25 cents, and spent ten cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? It is now 10 minutes after ten, what time was it five minutes ago? Alice has twelve oranges, how many can she give away and keep four? I have ten cents to spend for 2-cent stamps, how many can I buy?										
Whole number answers,	12	16	336	8	12	28	48	16	36	512
Number incorrect answers,	5	1	37	0	0	4	10	1	10	68

TOWN H.—CONTINUED.	DISTRICT.									Total.
	I	II	III	IV	V	VI	VII	VIII	IX	
Number of pupils who wrote papers,	3	4	84	2	3	7	12	4	9	128
Average age of pupils who wrote (years and months),	10-9	12-10	11-8	10-9	12-6	12-0	13-5	11-10	11-2	11-10
Time pupils have been in school (years and months),	5-0	6-0	5-4	5-0	6-4	5-2	7-5	6-0	5-1	5-6
WRITTEN ARITHMETIC.										
Addition.—Example (245; 78; 669; 75; 201):										
Number incorrect answers,	1	1	28	1	1	1	4	1	3	41
Multiplication.—Example (604×29):										
Number incorrect answers,	2	3	22	2	0	2	3	1	3	38
Division.—Example (546÷3):										
Number incorrect answers,	1	3	22	1	0	2	5	1	4	39
Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?										
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?										
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?										
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?										
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?										
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?										
7. A man uses 124 envelopes in a month. How many will he use in 6 months?										
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?										
Whole number answers,	24	32	592	16	24	56	96	32	—	872
Number incorrect answers,	20	20	202	8	7	29	44	18	—	348
Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.										
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .										
2. <i>The</i> (fourth) day <i>of the</i> week <i>is</i> (Wednesday).										
3. You <i>and I</i> wear shoes.										
4. <i>The</i> scholars <i>all</i> said, "Two <i>and two</i> are four."										
5. Whose knife <i>is</i> this?										
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.										
Number who failed to:										
Begin each sentence with capital,	1	1	26	1	0	0	9	2	4	44
Begin the three proper nouns with capitals,	2	1	39	2	0	5	9	2	4	64
Use capital for pronoun <i>I</i> ,	1	2	31	0	0	0	9	1	5	49
Use the two interrogation points correctly,	3	4	61	2	2	1	12	3	9	97
Use the four periods correctly,	2	4	26	1	0	1	10	1	4	49
Use apostrophe with possessive,	3	4	50	2	2	3	12	4	6	86
Use quotation marks correctly,	3	4	80	2	3	7	12	4	9	124
Number words mis-spelled in:										
Sentences (italicized words not regarded),	24	23	356	9	5	16	89	20	73	615
Ten dictated words,	11	12	141	1	2	16	40	10	27	260
Reading.—Average for sight-reading,	60.4	65.0	70.4	51.6	62.7	71.4	66.3	74.6	64.4	68.9
Penmanship,	41.6	41.2	40.5	51.5	53.3	57.1	32.1	43.7	38.8	41.1
English,	21.4	37.8	52.5	35.0	74.7	86.4	18.1	44.5	93.5	52.8

Town I.	DISTRICT.										Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Number of pupils who wrote papers, . . .	18	12	4	6	10	5	20	10	8	6	99
Average age of pupils who wrote (years and months),	11-9	11-2	11-1	11-1	11-2	11-3	11-2	11-9	11-3	11-11	11-7
Time pupils had been in school (years and months),	5-8	5-0	4-6	5-6	5-1	4-9	6-1	5-7	5-3	4-4	5-4
MENTAL ARITHMETIC.											
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):											
Whole number answers,	54	36	12	18	30	15	60	30	24	18	297
Number incorrect answers,	10	4	4	2	3	4	11	0	4	3	45
<i>Subtraction.</i> —Examples (11-4; 25-8):											
Whole number answers,	36	24	8	12	20	10	40	20	16	12	198
Number incorrect answers,	6	6	4	1	2	1	15	2	2	3	42
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):											
Whole number answers,	72	48	16	24	40	20	80	40	32	24	396
Number incorrect answers,	34	1	8	5	7	3	31	2	6	6	103
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):											
Whole number answers,	54	36	12	18	30	15	60	30	24	18	297
Number incorrect answers,	24	9	9	5	11	3	16	1	5	6	89
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):											
Whole number answers,	36	—	8	12	30	15	—	20	16	12	149
Number incorrect answers,	36	—	8	9	26	15	—	20	16	8	138

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	72	48	16	24	40	20	80	40	32	24	396
Number incorrect answers,	20	15	12	4	12	4	19	8	9	7	110

TOWN I.—CONTINUED.

DISTRICT.

Total.

	I	II	III	IV	V	VI	VII	VIII	IX	X	Total.
Number of pupils who wrote papers, . . .	18	12	4	6	10	5	20	10	8	6	99
Average age of pupils who wrote (years and months), . . .	11-9	11-2	11-1	11-1	11-2	11-3	11-2	11-9	11-3	11-1	11-7
Time pupils have been in school (years and months), . . .	5-8	5-0	4-6	5-6	5-1	4-9	6-1	5-7	5-3	4-4	5-4

WRITTEN ARITHMETIC.

Addition.—Example (245 ; 78 ; 669 ; 75 ; 201):

Number incorrect answers, . . . 13 8 3 2 4 2 13 4 2 3 54

Multiplication.—Example (604 × 29):

Number incorrect answers, . . . 12 9 4 3 4 1 10 3 3 4 53

Division.—Example (546 ÷ 3):

Number incorrect answers, . . . 13 6 3 2 5 3 14 3 2 3 54

Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred ninety days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in 6 months?

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

Whole number answers, . . . 144 — 32 48 80 40 160 80 64 48 696
Number incorrect answers, . . . 94 — 26 25 33 26 99 42 23 27 395

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does John know which pencil to use? No, *he is* writing with Mary's *pencil*.

2. *The* (fourth) day of the week *is* (Wednesday).

3. You *and I* wear shoes.

4. *The* scholars *all* said, "Two *and two* are four."

5. Whose knife *is* this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.

Number who failed to:

Begin each sentence with capital, . . .	6	6	1	2	4	1	11	4	4	3	42
Begin the three proper nouns with capitals, . . .	11	8	3	4	6	1	14	3	7	1	58
Use capital for pronoun <i>I</i> , . . .	6	8	2	1	4	1	7	1	2	1	33
Use the two interrogation points correctly, . . .	18	9	3	5	7	5	18	9	8	6	88
Use the four periods correctly, . . .	14	8	3	5	7	2	11	6	7	1	64
Use apostrophe with possessive, . . .	15	9	4	6	7	4	16	8	7	3	79
Use quotation marks correctly, . . .	18	11	4	6	10	5	20	10	8	6	98

Number words mis-spelled in:

Sentences (italicized words not regarded), . . .	149	86	65	44	54	17	116	40	30	27	628
Ten dictated words, . . .	70	34	25	11	23	11	58	19	16	12	279

<i>Reading.</i> —Average for sight-reading, . . .	65.0	66.2	65.0	65.0	65.0	66.2	67.5	66.2	58.5	65.0	65.3
<i>Penmanship</i> , . . .	36.3	39.5	50.0	42.5	37.5	39.0	42.8	44.5	33.7	32.5	39.6
<i>English</i> , . . .	56.1	65.6	50.2	49.7	44.2	45.1	23.4	29.3	26.6	81.0	44.6

TOWN J.	DISTRICT.								Total.
	I	II	III	IV	V	VI	VII	VIII	
Number of pupils who wrote papers, .	7	4	1	3	2	6	6	1	30
Average age of pupils who wrote (years and months), }	11-2	10-4	13-11	12-2	10-9	11-7	11-3	11-9	11-4
Time pupils have been in school (years and months), }	5-10	5-0	8-0	6-8	5-0	5-6	5-4	5-0	5-7
MENTAL ARITHMETIC.									
<i>Addition.</i> — Examples (9+5; 17+9; 38+9):									
Whole number answers,	21	12	3	9	6	18	18	3	90
Number incorrect answers,	5	5	0	4	4	2	3	0	23
<i>Subtraction.</i> — Examples (11-4; 25-8):									
Whole number answers,	14	8	2	6	4	12	12	2	60
Number incorrect answers,	6	7	0	2	2	1	5	0	23
<i>Multiplication.</i> — Examples (7×8; 6×7; 9×8; 7×12):									
Whole number answers,	28	16	4	12	8	24	24	4	120
Number incorrect answers,	7	11	1	6	4	5	9	0	43
<i>Division.</i> — Examples (54÷9; 27÷3; 19÷6):									
Whole number answers,	21	12	3	9	6	18	18	3	90
Number incorrect answers,	8	10	1	5	3	5	5	0	37
<i>Fractions.</i> — Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):									
Whole number answers,	—	—	2	6	4	12	12	2	38
Number incorrect answers,	—	—	2	5	4	11	9	1	32

Number Stories.— If a boy had 24 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get ?

It is now 10 minutes after ten, what time was it five minutes ago ?

Alice has twelve oranges, how many can she give away and keep four ?

I have ten cents to spend for 2-cent stamps, how many can I buy ?

Whole number answers,	28	16	4	12	8	24	24	4	120
Number incorrect answers,	3	7	0	5	1	6	8	0	30

TOWN J.—CONTINUED.	DISTRICT.								Total.
	I	II	III	IV	V	VI	VII	VIII	
Number of pupils who wrote papers, . . .	7	4	1	3	2	6	6	1	30
Average age of pupils who wrote (years and months), . . .	11-2	10-4	13-11	12-2	10-9	11-7	11-3	11-9	11-4
Time pupils have been in school (years and months), . . .	5-10	5-0	8-0	6-8	5-0	5-6	5-4	5-0	5-7
WRITTEN ARITHMETIC.									
<i>Addition.</i> —Example (245; 78; 669; 75; 201):									
Number incorrect answers, . . .	5	3	1	3	2	0	3	0	17
<i>Multiplication.</i> —Example (604 × 29):									
Number incorrect answers, . . .	2	3	1	2	2	4	3	0	17
<i>Division.</i> —Example (546 ÷ 3):									
Number incorrect answers, . . .	6	—	0	1	2	1	4	1	15
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother?									
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?									
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?									
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?									
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?									
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?									
7. A man uses 124 envelopes in a month. How many will he use in six months?									
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?									
Whole number answers, . . .	56	—	8	24	16	48	48	8	208
Number incorrect answers, . . .	38	—	5	15	15	23	24	3	123
<i>Dictation.</i> —Write at dictation i, u, t, h, a, o, y, F, L, O, B.									
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .									
2. <i>The</i> (fourth) <i>day of the</i> week <i>is</i> (Wednesday).									
3. <i>You and I</i> wear shoes.									
4. The scholars <i>all</i> said, "Two <i>and two</i> are four."									
5. Whose knife <i>is</i> this?									
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.									
Number who failed to:									
Begin each sentence with capital, . . .	6	4	1	2	2	5	4	0	24
Begin the three proper nouns with capitals, . . .	5	3	1	2	2	5	5	0	23
Use capital for pronoun <i>I</i> , . . .	3	3	0	2	2	3	2	0	15
Use the two interrogation points correctly, . . .	7	4	1	2	2	6	5	1	28
Use the four periods correctly, . . .	5	4	1	2	2	5	2	0	21
Use apostrophe with possessive, . . .	7	4	1	2	2	5	5	1	27
Use quotation marks correctly, . . .	7	4	1	3	2	6	6	1	30
Number words mis-spelled in:									
Sentences (italicized words not regarded), . . .	66	41	12	39	29	18	34	6	245
Ten dictated words, . . .	31	22	4	15	13	9	14	0	108
<i>Reading.</i> —Average for sight-reading, . . .	62.5	58.3	62.5	65.0	62.5	63.0	72.5	63.3	62.3
<i>Penmanship</i> , . . .	34.3	32.5	35.0	33.3	40.0	45.8	48.3	40.0	39.6
<i>English</i> , . . .	22.2	35.6	18.5	31.7	42.4	30.7	46.0	28.5	32.8

TOWN K.	DISTRICT.				Total.
	I	II	III	IV	
Number of pupils who wrote papers,	6	4	4	4	18
Average age of pupils who wrote (years and months),	12-1	13-4	11-0	12-7	12-3
Time pupils have been in school (years and months),	5-10	5-3	5-6	4-9	5-4
MENTAL ARITHMETIC.					
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):					
Whole number answers,	18	12	12	12	54
Number incorrect answers,	1	7	3	0	11
<i>Subtraction.</i> —Examples (11-4; 25-8):					
Whole number answers,	12	8	8	8	36
Number incorrect answers,	1	3	3	0	7
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):					
Whole number answers,	24	16	16	16	72
Number incorrect answers,	5	11	5	0	21
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):					
Whole number answers,	18	12	12	12	54
Number incorrect answers,	5	7	6	2	20
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):					
Whole number answers,	12	8	8	8	36
Number incorrect answers,	12	6	6	2	26

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	24	16	16	16	72
Number incorrect answers,	6	12	6	2	26

TOWN K. — CONTINUED.	DISTRICT.				Total.
	I	II	III	IV	
Number of pupils who wrote papers,	6	4	4	4	18
Average age of pupils who wrote (years and months),	12-1	13-4	11-0	12-7	12-3
Time pupils have been in school (years and months),	5-10	5-3	5-6	4-9	5-4
WRITTEN ARITHMETIC.					
<i>Addition.</i> — Example (245; 78; 669; 75; 201):					
Number incorrect answers,	1	3	3	1	8
<i>Multiplication.</i> — Example (604 × 29):					
Number incorrect answers,	3	3	3	0	9
<i>Division.</i> — Example (546 ÷ 3):					
Number incorrect answers,	6	3	2	1	12
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother?					
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?					
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?					
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?					
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?					
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?					
7. A man uses 124 envelopes in a month. How many will he use in 6 months?					
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?					
Whole number answers,	48	32	32	32	144
Number incorrect answers,	27	26	18	7	78
<i>Dictation.</i> — Write at dictation i, u, t, h, a, o, y, F, L, O, B.					
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's pencil.					
2. <i>The</i> (fourth) day of <i>the</i> week <i>is</i> (Wednesday).					
3. You <i>and I</i> wear shoes.					
4. <i>The</i> scholars <i>all</i> said, " <i>Two and two are</i> four."					
5. Whose knife <i>is</i> this?					
Write in a column:— busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.					
Number who failed to:					
Begin each sentence with capital,	1	3	2	0	6
Begin the three proper nouns with capitals,	1	2	2	2	7
Use capital for pronoun <i>I</i> ,	0	3	1	0	4
Use the two interrogation points correctly,	6	3	3	1	13
Use the four periods correctly,	6	3	2	3	14
Use apostrophe with possessive,	5	3	3	3	14
Use quotation marks correctly,	6	4	4	4	18
Number words mis-spelled in:					
Sentences (italicized words not regarded),	11	59	19	2	91
Ten dictated words,	11	21	9	3	44
<i>Reading.</i> — Average for sight-reading,					
<i>Penmanship</i> ,	—	—	73.6	68.7	71.1
<i>English</i> ,	55.0	21.2	52.5	57.5	41.9
<i>English</i> ,	69.4	67.1	52.8	57.1	62.4

TOWN L.	DISTRICT.		Total.
	I	II	
Number of pupils who wrote papers,	30	4	34
Average age of pupils who wrote (years and months), . .	11-7	10-2	11-5
Time pupils have been in school (years and months), . .	5-8	4-6	5-6
MENTAL ARITHMETIC.			
<i>Addition.</i> — Examples ($9+5$; $17+9$; $38+9$):			
Whole number answers,	90	12	102
Number incorrect answers,	2	2	4
<i>Subtraction.</i> — Examples ($11-4$; $25-8$):			
Whole number answers,	60	8	68
Number incorrect answers,	3	2	5
<i>Multiplication.</i> — Examples (7×8 ; 6×7 ; 9×8 ; 7×12):			
Whole number answers,	120	16	136
Number incorrect answers,	2	6	8
<i>Division.</i> — Examples ($54\div 9$; $27\div 3$; $19\div 6$):			
Whole number answers,	90	12	102
Number incorrect answers,	7	2	9
<i>Fractions.</i> — Examples ($\frac{1}{2}+\frac{1}{4}$; $\frac{2}{3}+\frac{1}{6}$):			
Whole number answers,	60	8	68
Number incorrect answers,	54	8	62

Number Stories.— If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	120	16	136
Number incorrect answers,	9	5	14

TOWN L.—CONTINUED.

DISTRICT.

	I	II	Total.
Number of pupils who wrote papers,	30	4	34
Average age of pupils who wrote (years and months),	11-7	10-2	11-5
Time pupils have been in school (years and months),	5-8	4-6	5-6

WRITTEN ARITHMETIC.

Addition.—Example (245; 78; 669; 75; 201):

Number incorrect answers, 5 2 7

Multiplication.—Example (604×29):

Number incorrect answers, 6 2 8

Division.—Example ($546 \div 3$):

Number incorrect answers, 5 2 7

Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in six months?

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

Whole number answers,	240	32	272
Number incorrect answers,	99	19	118

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does John know which pencil to use? No, *he is* writing with Mary's pencil.

2. *The (fourth) day of the week is (Wednesday).*

3. *You and I* wear shoes.

4. *The scholars all* said, "*Two and two are four.*"

5. Whose knife *is* this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.

Number who failed to:

Begin each sentence with capital, 4 1 5

Begin the three proper nouns with capitals, 10 3 13

Use capital for pronoun *I*, 2 1 3

Use the two interrogation points correctly, 16 4 20

Use the four periods correctly, 13 3 16

Use apostrophe with possessive, 16 4 20

Use quotation marks correctly, 30 4 34

Number words mis-spelled in:

Sentences (italicized words not regarded), 118 31 149

Ten dictated words, 50 7 57

Reading.—Average for sight reading, 68.3 68.3 68.3

Penmanship, 51.3 57.5 52.0

English, 66.8 32.2 62.7

TOWN M.	DISTRICT.								Total.
	I	II	III	IV	V	VI	VII	VIII	
Number of pupils who wrote papers,	239	24	7	12	9	6	2	8	307
Average age of pupils who wrote (years and months),	11-3	11-2	11-3	12-2	13-4	12-5	10-4	12-7	11-5
Time pupils have been in school (years and months),	4-11	4-9	5-5	5-4	7-1	5-4	4-0	5-1	5-0
MENTAL ARITHMETIC.									
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):									
Whole number answers,	717	72	21	36	27	18	6	24	921
Number incorrect answers,	19	0	4	2	1	0	0	7	33
<i>Subtraction.</i> —Examples (11-4; 25-8):									
Whole number answers,	478	48	14	24	18	12	4	16	614
Number incorrect answers,	43	4	0	4	0	0	0	6	57
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):									
Whole number answers,	956	96	28	48	36	24	8	32	1228
Number incorrect answers,	77	1	2	1	1	0	0	16	98
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):									
Whole number answers,	717	72	21	36	27	18	6	24	921
Number incorrect answers,	101	5	11	6	2	3	0	10	138
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):									
Whole number answers,	294	48	14	24	18	12	4	16	430
Number incorrect answers,	199	40	14	23	15	12	4	14	321

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	804	96	28	48	36	24	8	32	1076
Number incorrect answers,	65	8	7	8	5	7	0	12	112

TOWN M. CONTINUED.	DISTRICT.								Total.
	I	II	III	IV	V	VI	VII	VIII	
Number of pupils who wrote papers,	239	24	7	12	9	6	2	8	307
Average age of pupils who wrote (years and months),	11-3	11-2	11-3	12-2	13-4	12-5	10-4	12-7	11-5
Time pupils have been in school (years and months),	4-11	4-9	5-5	5-4	7-1	5-4	4-0	5-1	5-0
WRITTEN ARITHMETIC.									
<i>Addition</i> .—Example (245; 78; 669; 75; 201):									
Number incorrect answers,	60	5	4	4	2	1	0	4	80
<i>Multiplication</i> .—Example (604 × 29):									
Number incorrect answers,	44	2	4	3	3	0	1	4	63
<i>Division</i> .—Example (546 ÷ 3):									
Number incorrect answers,	50	2	6	3	1	1	2	4	69
<i>Examples</i> .—1. John's father is 30 years old. His mother is five years younger. How old is his mother?									
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?									
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?									
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?									
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?									
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?									
7. A man uses 124 envelopes in a month. How many will he use in 6 months?									
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?									
Whole number answers,	1636	192	56	96	72	48	16	64	2180
Number incorrect answers,	584	45	32	54	23	20	12	47	817
<i>Dictation</i> .—Write at dictation i, u, t, h, a, o, y, F, L, O, B.									
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .									
2. <i>The</i> (fourth) day <i>of</i> the week <i>is</i> (Wednesday).									
3. <i>You and I</i> wear shoes.									
4. <i>The scholars all</i> said, "Two <i>and two</i> are four."									
5. Whose knife <i>is</i> this?									
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.									
Number who failed to:									
Begin each sentence with capital,	6	5	6	9	1	4	0	6	37
Begin the three proper nouns with capitals,	19	2	6	11	1	3	0	8	50
Use capital for pronoun <i>I</i> ,	7	3	5	1	0	2	0	6	24
Use the two interrogation points correctly,	91	16	6	11	4	4	0	7	139
Use the four periods correctly,	25	1	7	7	0	3	0	6	49
Use apostrophe with possessive,	122	20	7	9	8	4	2	7	179
Use quotation marks correctly,	214	24	7	12	9	6	2	8	282
Number words mis-spelled in:									
Sentences (italicized words not regarded),	1087	57	95	63	15	30	9	95	1451
Ten dictated words,	476	25	39	29	7	6	5	32	619
<i>Reading</i> .—Average for sight-reading,	77.3	70.2	57.5	61.1	60.1	75.0	73.3	64.7	74.7
<i>Penmanship</i> ,	55.6	55.2	25.0	42.9	61.6	50.0	55.0	30.6	53.8
<i>English</i> ,	55.1	63.5	56.4	57.0	69.7	58.5	77.5	35.0	55.9

TOWN N.	DISTRICT.					Total.
	I	II	III	IV	V	
Number of pupils who wrote papers,	120	6	11	5	4	146
Average age of pupils who wrote (years and months),	12-2	11-5	11-1	11-3	10-9	12-0
Time pupils have been in school (years and months),	5-4	4-9	4-9	5-0	4-3	5-2
MENTAL ARITHMETIC.						
<i>Addition.</i> — Examples ($9+5$; $17+9$; $38+9$):						
Whole number answers,	360	18	33	15	12	438
Number incorrect answers,	7	2	7	0	0	16
<i>Subtraction.</i> — Examples ($11-4$; $25-8$):						
Whole number answers,	240	12	22	10	8	292
Number incorrect answers,	11	3	2	2	0	18
<i>Multiplication.</i> — Examples (7×8 ; 6×7 ; 9×8 ; 7×12):						
Whole number answers,	480	24	44	20	8	576
Number incorrect answers,	11	4	5	11	1	32
<i>Division.</i> — Examples ($54\div 9$; $27\div 3$; $19\div 6$):						
Whole number answers,	360	18	33	15	8	434
Number incorrect answers,	18	3	12	8	2	43
<i>Fractions.</i> — Examples ($\frac{1}{2}+\frac{1}{4}$; $\frac{2}{3}+\frac{1}{6}$):						
Whole number answers,	240	12	—	10	—	262
Number incorrect answers,	116	8	—	10	—	134

Number Stories.— If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	480	24	44	20	—	568
Number incorrect answers,	42	5	19	6	—	72

TOWN N.—CONTINUED.	DISTRICT.					Total.
	I	II	III	IV	V	
Number of pupils who wrote papers,	120	6	11	5	4	146
Average age of pupils who wrote (years and months),	12-2	11-5	11-1	11-3	10-9	12-0
Time pupils have been in school (years and months),	5-4	4-9	4-9	5-0	4-3	5-2
WRITTEN ARITHMETIC.						
<i>Addition.</i> —Example (245; 78; 669; 75; 201):						
Number incorrect answers,	12	3	4	4	0	23
<i>Multiplication.</i> —Example (604 × 29):						
Number incorrect answers,	10	2	6	3	—	21
<i>Division.</i> —Example (546 ÷ 3):						
Number incorrect answers,	4	2	2	4	—	12

Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in 6 months?

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

Whole number answers,	960	48	88	40	—	1136
Number incorrect answers,	212	30	50	28	—	320

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does John know which pencil to use? No, *he is* writing with Mary's *pencil*.

2. *The* (fourth) day *of* the week *is* (Wednesday).

3. You *and I* wear shoes.

4. *The* scholars *all* said, "Two *and two* are four."

5. Whose knife *is* this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.

Number who failed to:

Begin each sentence with capital,	7	0	7	3	0	17
Begin the three proper nouns with capitals,	2	2	7	3	1	15
Use capital for-pronoun <i>I</i> ,	1	1	4	2	0	8
Use the two interrogation points correctly,	48	5	7	5	3	68
Use the four periods correctly,	5	1	6	4	3	19
Use apostrophe with possessive,	40	2	8	5	2	57
Use quotation marks correctly,	103	6	10	5	4	128
Number words mis-spelled in:						
Sentences (italicized words not regarded),	208	34	76	35	15	368
Ten dictated words,	85	18	20	14	5	142

<i>Reading.</i> —Average for sight-reading,	75.3	66.2	69.2	63.0	70.3	73.2
<i>Penmanship</i> ,	52.3	54.1	45.4	45.0	47.5	51.5
<i>English</i> ,	61.1	—	25.2	42.7	50.7	57.7

TOWN O.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	2	11	4	4	1	5	27
Average age of pupils who wrote (years and months),	10-4	11-10	10-9	12-4	11-4	12-1	11-7
Time pupils have been in school (years and months),	3-6	5-6	4-6	6-9	5-0	5-4	5-4
MENTAL ARITHMETIC.							
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):							
Whole number answers,	6	33	12	12	3	15	81
Number incorrect answers,	3	3	2	0	0	2	10
<i>Subtraction.</i> —Examples (11-4; 25-8):							
Whole number answers,	4	22	8	8	2	10	54
Number incorrect answers,	2	2	1	0	0	1	6
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):							
Whole number answers,	8	44	16	16	4	20	108
Number incorrect answers,	5	10	6	2	0	3	26
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):							
Whole number answers,	6	33	12	12	3	15	81
Number incorrect answers,	3	8	2	3	0	1	17
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):							
Whole number answers,	4	—	8	8	2	10	32
Number incorrect answers,	4	—	7	2	1	8	22

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	8	44	16	16	4	20	108
Number incorrect answers,	5	1	4	3	0	3	16

TABLE III.—ARITHMETIC.

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TOWN O. — CONTINUED.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	2	11	4	4	1	5	27
Average age of pupils who wrote (years and months),	10-4	11-10	10-9	12-4	11-4	12-1	11-7
Time pupils have been in school (years and months),	3-6	5-6	4-6	6-9	5-0	5-4	5-4
WRITTEN ARITHMETIC.							
<i>Addition.</i> —Example (245; 78; 669; 75; 201):							
Number incorrect answers,	1	2	4	1	0	2	10
<i>Multiplication.</i> —Example (604×29):							
Number incorrect answers,	1	7	4	0	0	3	15
<i>Division.</i> —Example (546÷3):							
Number incorrect answers,	1	6	3	1	0	3	14
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother?							
2. A school room is 6 yards and 2 feet long. How many feet long is it?							
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?							
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?							
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?							
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?							
7. A man uses 124 envelopes in a month. How many will he use in 6 months?							
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?							
Whole number answers,	16	88	32	32	8	40	216
Number incorrect answers,	12	33	24	11	3	22	105
<i>Dictation.</i> —Write at dictation i, u, t, h, a, o, y, F, L, O, B.							
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .							
2. <i>The (fourth) day of the week is</i> (Wednesday).							
3. You <i>and I</i> wear shoes.							
4. <i>The scholars all</i> said, "Two <i>and two</i> are four."							
5. Whose knife <i>is</i> this?							
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.							
Number who failed to:							
Begin each sentence with capital,	1	8	2	0	0	2	13
Begin the three proper nouns with capitals,	1	5	1	1	1	2	11
Use capital for pronoun <i>I</i> ,	1	6	1	0	0	2	10
Use the two interrogation points correctly,	1	11	1	3	3	2	21
Use the four periods correctly,	1	9	1	1	1	2	15
Use apostrophe with possessive,	1	11	2	2	2	4	22
Use quotation marks correctly,	2	11	4	4	4	5	30
Number words mis-spelled in:							
Sentences (italicized words not regarded),	29	54	41	7	7	13	151
Ten dictated words,	12	17	15	4	4	10	62
<i>Reading.</i> —Average for sight-reading,							
<i>Penmanship</i> ,	62.5	60.0	60.0	66.2	75.0	64.1	62.4
<i>English</i> ,	22.5	40.4	33.7	56.2	75.0	53.0	44.0
	61.5	31.7	93.0	68.9	100.0	30.2	50.8

TOWN P.	DISTRICT.				Total.
	I	II	III	IV	
Number of pupils who wrote papers,	163	8	5	10	186
Average age of pupils who wrote (years and months),	11-5	11-9	11-0	11-3	11-5
Time pupils have been in school (years and months),	5-1	5-7	5-2	5-7	5-1
MENTAL ARITHMETIC.					
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):					
Whole number answers,	489	24	15	30	558
Number incorrect answers,	36	0	1	0	37
<i>Subtraction.</i> —Examples (11-4; 25-8):					
Whole number answers,	326	16	10	20	372
Number incorrect answers,	45	3	3	2	53
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):					
Whole number answers,	652	32	20	40	744
Number incorrect answers,	38	10	3	5	56
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):					
Whole number answers,	489	24	15	30	558
Number incorrect answers,	64	3	4	8	79
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):					
Whole number answers,	234	16	10	—	260
Number incorrect answers,	124	13	10	—	147

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	652	32	20	40	744
Number incorrect answers,	70	2	3	11	86

TOWN P. CONTINUED.	DISTRICT.				Total.
	I	II	III	IV	
Number of pupils who wrote papers,	163	8	5	10	186
Average age of pupils who wrote (years and months),	11-5	11-9	11-0	11-3	11-5
Time pupils have been in school (years and months),	5-1	5-7	5-2	5-7	5-1
WRITTEN ARITHMETIC.					
<i>Addition.</i> —Example (245; 78; 669; 75; 201):					
Number incorrect answers,	41	1	5	5	52
<i>Multiplication.</i> —Example (604×29):					
Number incorrect answers,	46	2	1	5	54
<i>Division.</i> —Example (546÷3):					
Number incorrect answers,	32	3	2	6	43
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother?					
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?					
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?					
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?					
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?					
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?					
7. A man uses 124 envelopes in a month. How many will he use in 6 months?					
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?					
Whole number answers,	936	64	40	80	1120
Number incorrect answers,	216	26	22	46	310
<i>Dictation.</i> —Write at dictation i, u, t, h, a, o, y, F, L, O, B.					
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's pencil.					
2. <i>The</i> (fourth) day of the week <i>is</i> (Wednesday).					
3. You <i>and I</i> wear shoes.					
4. <i>The</i> scholars <i>all</i> said, "Two <i>and two</i> are four."					
5. Whose knife <i>is</i> this?					
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.					
Number who failed to:					
Begin each sentence with capital,	4	2	3	0	9
Begin the three proper nouns with capitals,	15	4	1	2	22
Use capital for pronoun <i>I</i> ,	9	0	0	0	9
Use the two interrogation points correctly,	73	5	5	6	89
Use the four periods correctly,	28	5	4	0	37
Use apostrophe with possessive,	66	5	3	10	84
Use quotation marks correctly,	111	5	5	10	131
Number words mis-spelled in:					
Sentences (italicized words not regarded),	619	27	19	46	711
Ten dictated words,	277	11	22	24	334
<i>Reading.</i> —Average for sight-reading,					
<i>Penmanship</i> ,	48.0	68.7	65.0	59.4	49.9
<i>English</i> ,	53.0	54.3	56.0	44.5	52.7
	65.7	50.1	55.8	27.7	62.7

TOWN Q.	DISTRICT.		Total.
	I	II	
Number of pupils who wrote papers,	3	14	17
Average age of pupils who wrote (years and months), . . .	12-5	12-0	12-1
Time pupils have been in school (years and months), . . .	5-4	5-3	5-3
MENTAL ARITHMETIC.			
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):			
Whole number answers,	9	42	51
Number incorrect answers,	2	7	9
<i>Subtraction.</i> —Examples (11-4; 25-8):			
Whole number answers,	6	28	34
Number incorrect answers,	1	2	3
<i>Multiplication.</i> —Examples (7×8; 6×7; 9×8; 7×12):			
Whole number answers,	12	56	68
Number incorrect answers,	1	0	1
<i>Division.</i> —Examples (54÷9; 27÷3; 19÷6):			
Whole number answers,	9	42	51
Number incorrect answers,	3	3	6
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):			
Whole number answers,	6	28	34
Number incorrect answers,	4	20	24

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	12	56	68
Number incorrect answers,	1	8	9

TOWN Q.—CONTINUED.

	DISTRICT.		Total.
	I	II	
Number of pupils who wrote papers,	3	14	17
Average age of pupils who wrote (years and months),	12-5	12-0	12-1
Time pupils have been in school (years and months),	5-4	5-3	5-3

WRITTEN ARITHMETIC.

Addition.—Example (245; 78; 669; 75; 201):

Number incorrect answers, 1 4 5

Multiplication.—Example (604×29):

Number incorrect answers, 3 4 7

Division.—Example (546÷3):

Number incorrect answers, 3 4 7

Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in 6 months?

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

Whole number answers, 24 112 136

Number incorrect answers, 12 49 61

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does John know which pencil to use? No, *he is* writing with Mary's pencil.

2. *The* (fourth) day of *the* week *is* (Wednesday).

3. You *and I* wear shoes.

4. *The* scholars *all* said, "Two *and two* are four."

5. Whose knife *is* this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, today, such.

Number who failed to:

Begin each sentence with capital, 2 0 2

Begin the three proper nouns with capitals, 2 7 9

Use capital for pronoun *I*, 2 2 4

Use the two interrogation points correctly, 3 9 12

Use the four periods correctly, 3 4 7

Use apostrophe with possessive, 3 10 13

Use quotation marks correctly, 3 14 17

Number words mis-spelled in:

Sentences (italicized words not regarded), 18 66 84

Ten dictated words, 3 27 30

Reading.—Average for sight-reading, 60.0 77.2 74.6

Penmanship, 51.6 47.1 47.9

English, 34.3 31.9 32.3

TOWN R.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers,	7	18	25	9	7	8	74
Average age of pupils who wrote (years and months),	11-3	12-5	12-1	11-9	11-7	12-2	11-11
Time pupils have been in school (years and months),	4-8	5-9	5-8	5-7	5-8	6-0	5-7
MENTAL ARITHMETIC.							
<i>Addition.</i> —Examples ($9 + 5$; $17 + 9$; $38 + 9$):							
Whole number answers,	21	54	75	27	21	24	222
Number incorrect answers,	0	3	0	3	0	0	6
<i>Subtraction.</i> —Examples ($11 - 4$; $25 - 8$):							
Whole number answers,	14	36	50	18	14	16	148
Number incorrect answers,	7	5	2	6	3	4	27
<i>Multiplication.</i> —Examples (7×8 ; 6×7 ; 9×8 ; 7×12):							
Whole number answers,	28	72	100	36	28	32	296
Number incorrect answers,	1	9	0	16	0	8	34
<i>Division.</i> —Examples ($54 \div 9$; $27 \div 3$; $19 \div 6$):							
Whole number answers,	21	54	75	27	21	24	222
Number incorrect answers,	9	14	3	6	0	8	40
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):							
Whole number answers,	14	36	50	18	14	16	148
Number incorrect answers,	10	31	24	18	6	15	104

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number questions,	28	72	100	36	28	32	296
Number incorrect answers,	7	6	6	6	1	10	36

TOWN R.—CONTINUED.	DISTRICT.						Total.
	I	II	III	IV	V	VI	
Number of pupils who wrote papers, . . .	7	18	25	9	7	8	74
Average age of pupils who wrote (years and months), . . .	11-3	12-5	12-1	11-9	11-7	12-2	11-11
Time pupils have been in school (years and months), . . .	4-8	5-9	5-8	5-7	5-8	6-0	5-7

WRITTEN ARITHMETIC.

Addition.—Example (245 ; 78 ; 669 ; 75 ; 201) :

Number incorrect answers, . . . 3 7 2 3 3 4 22

Multiplication.—Example (604×29) :

Number incorrect answers, . . . 3 8 6 5 2 4 28

Division.—Example ($546 \div 3$) :

Number incorrect answers, . . . 4 2 1 4 0 4 15

Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in 6 months?

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

Whole number answers, . . . 56 144 156 72 56 64 548

Number incorrect answers, . . . 28 70 47 49 24 40 258

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does John know which pencil to use? No, *he is* writing with Mary's pencil.

2. *The* (fourth) day of the week is (Wednesday).

3. You and I wear shoes.

4. *The* scholars *all* said, "Two and two are four."

5. Whose knife is this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, today, such.

Number who failed to :

Begin each sentence with capital, . . . 4 3 0 3 0 5 15

Begin the three proper nouns with capitals, . . . 4 5 4 1 0 7 21

Use capital for pronoun *I*, . . . 0 1 2 1 0 1 5

Use the two interrogation points correctly, . . . 3 15 14 5 1 7 45

Use the four periods correctly, . . . 2 4 6 4 0 5 21

Use apostrophe with possessive, . . . 5 9 12 4 2 8 40

Use quotation marks correctly, . . . 7 18 23 9 5 8 70

Number words mis-spelled in :

Sentences (italicized words not regarded), . . . 38 83 78 37 34 24 294

Ten dictated words, . . . 19 41 31 31 10 12 144

Reading.—Average for sight-reading, 69.4 66.5 69.8 62.7 75.0 68.3 69.4

Penmanship, . . . 40.7 42.5 57.0 55.0 52.1 51.2 50.1

English, . . . 40.4 66.2 57.2 52.0 65.4 51.4 57.3

TOWN S.	DISTRICT.			Total.
	I	II	III	
Number of pupils who wrote papers,	11	6	6	23
Average age of pupils who wrote (years and months),	11-5	10-11	11-5	11-4
Time pupils have been in school (years and months),	5-4	4-4	5-4	5-1

MENTAL ARITHMETIC.

Addition.—Examples ($9+5$; $17+9$; $38+9$):

Whole number answers,	33	18	18	69
Number incorrect answers,	10	0	0	10

Subtraction.—Examples ($11-4$; $25-8$):

Whole number answers,	22	12	12	46
Number incorrect answers,	9	2	0	11

Multiplication.—Examples (7×8 ; 6×7 ; 9×8 ; 7×12):

Whole number answers,	44	24	24	92
Number incorrect answers,	13	1	2	16

Division.—Examples ($54 \div 9$; $27 \div 3$; $19 \div 6$):

Whole number answers,	33	18	18	69
Number incorrect answers,	7	8	4	19

Fractions.—Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):

Whole number answers,	22	12	12	46
Number incorrect answers,	18	8	10	36

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers,	44	24	24	92
Number incorrect answers,	14	0	4	18

TOWN S.—CONTINUED.

	DISTRICT.			Total.
	I	II	III	
Number of pupils who wrote papers,	11	6	6	23
Average age of pupils who wrote (years and months),	11-5	10-11	11-5	11-4
Time pupils have been in school (years and months),	5-4	4-4	5-4	5-1

WRITTEN ARITHMETIC.

Addition.—Example (245; 78; 669; 75; 201):

Number incorrect answers, 4 1 2 7

Multiplication.—Example (604 × 29):

Number incorrect answers, 8 1 2 11

Division.—Example (546 ÷ 3):

Number incorrect answers, 8 0 2 10

Examples.—1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A school room is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in 6 months?

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

Whole number answers,	88	48	48	184
Number incorrect answers,	49	10	31	90

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does John know which pencil to use? No, *he is* writing with Mary's pencil.

2. *The* (fourth) day of *the* week *is* (Wednesday).

3. You *and I* wear shoes.

4. *The* scholars *all* said, "Two *and two* are four."

5. Whose knife *is* this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, today, such.

Number who failed to:

Begin each sentence with capital, 4 0 1 5

Begin the three proper nouns with capitals, 8 1 1 10

Use capital for pronoun *I*, 5 0 0 5

Use the two interrogation points correctly, 11 3 6 20

Use the four periods correctly, 10 1 4 15

Use apostrophe with possessive, 11 5 5 21

Use quotation marks correctly, 11 6 6 23

Number words mis-spelled in:

Sentences (italicized words not regarded), 119 29 38 186

Ten dictated words, 37 10 17 64

Reading.—Average for sight-reading, 50.5 72.8 58.0 63.3

Penmanship, 38.6 54.1 48.3 45.2

English, 29.5 64.6 27.1 38.0

TOWN T.	DISTRICT.									Total.
	I	II	III	IV	V	VI	VII	VIII	IX	
Number of pupils who wrote papers,	512	270	345	356	316	331	274	491	189	3084
Average age of pupils who wrote (years and months),	12-3	11-11	12-3	12-6	12-7	12-11	12-9	12-5	12-3	12-5
Time pupils have been in school (years and months),	5-2	5-4	5-3	5-9	5-9	6-0	5-8	5-9	5-5	5-7
MENTAL ARITHMETIC.										
<i>Addition.</i> — Examples (9+5; 17+9; 38+9):										
Whole number answers,	1452	810	1035	822	948	999	776	1422	567	8825
Number incorrect answers,	148	56	99	55	71	100	60	161	87	837
<i>Subtraction.</i> — Examples (11-4; 25-8):										
Whole number answers,	968	540	690	548	632	662	548	948	378	5914
Number incorrect answers,	188	70	100	75	94	107	92	147	72	945
<i>Multiplication.</i> — Examples (7×8; 6×7; 9×8; 7×12):										
Whole number answers,	1897	1080	1380	1096	1264	1324	1004	1896	756	11697
Number incorrect answers,	261	151	151	76	147	95	121	208	119	1329
<i>Division.</i> — Examples (54÷9; 27÷3; 19÷6):										
Whole number answers,	1452	810	1035	822	948	993	822	1422	567	8871
Number incorrect answers,	364	128	207	126	165	156	148	244	146	1684
<i>Fractions.</i> — Examples ($\frac{1}{2}+\frac{1}{4}$; $\frac{2}{3}+\frac{1}{6}$):										
Whole number answers,	825	392	683	338	486	830	595	931	220	5300
Number incorrect answers,	495	192	355	205	177	325	224	359	155	2487
<i>Number Stories.</i> — If a boy had 25 cents, and spent ten cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? It is now 10 minutes after ten, what time was it five minutes ago? Alice has twelve oranges, how many can she give away and keep four? I have ten cents to spend for 2-cent stamps, how many can I buy?										
Whole number answers,*	1371	1080	514	1055	279	654	688	1338	635	7614
Number incorrect answers,	263	78	134	266	25	69	74	113	109	1131

* In this town the last three "number stories" were omitted in many rooms above Grade IV, and Examples 1, 2, and 8, in "written" work, substituted for them.

TABLE III.—ARITHMETIC.

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TOWN T. — CONTINUED.	DISTRICT.									Total.
	I	II	III	IV	V	VI	VII	VIII	IX	
Number of pupils who wrote papers, . . .	512	270	345	356	316	331	274	491	189	3084
Average age of pupils who wrote (years and months), . . .	12-3	11-11	12-3	12-6	12-7	12-11	12-9	12-5	12-3	12-5
Time pupils have been in school (years and months), . . .	5-2	5-4	5-3	5-9	5-9	6-0	5-8	5-9	5-5	5-7
WRITTEN ARITHMETIC.										
Addition. — Example (245; 78; 669; 75; 201):										
Number incorrect answers, . . .	151	39	69	60	74	39	84	95	56	667
Multiplication. — Example (604 × 29):										
Number incorrect answers, . . .	175	52	86	56	70	49	70	88	50	696
Division. — Example (546 ÷ 3):										
Number incorrect answers, . . .	155	42	65	46	55	40	41	82	31	557
Examples. — 1. John's father is 30 years old. His mother is five years younger. How old is his mother?										
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?										
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?										
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?										
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?										
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?										
7. A man uses 124 envelopes in a month. How many will he use in 6 months?										
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?										
Whole number answers,* . . .	2834	2070	582	415	1421	1949	552	3574	954	14351
Number incorrect answers, . . .	1089	496	232	150	476	323	131	878	291	4066
Dictation. — Write at dictation i, u, t, h, a, o, y, F, L, O, B.										
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .										
2. <i>The</i> (fourth) day of <i>the</i> week <i>is</i> (Wednesday).										
3. <i>You and I</i> wear shoes.										
4. <i>The</i> scholars <i>all</i> said, "Two <i>and two</i> are four."										
5. Whose knife <i>is</i> this?										
Write in a column: — busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.										
Number who failed to:										
Begin each sentence with capital, . . .	13	1	8	14	14	1	12	9	9	81
Begin the three proper nouns with capitals, . . .	51	15	13	10	10	7	12	27	11	156
Use capital for pronoun <i>I</i> , . . .	5	2	2	4	2	1	5	8	3	32
Use the two interrogation points correctly, . . .	166	82	89	123	73	59	78	143	70	883
Use the four periods correctly, . . .	86	47	58	49	39	24	30	62	25	420
Use apostrophe with possessive, . . .	115	87	48	67	42	20	64	101	66	610
Use quotation marks correctly, . . .	375	214	232	279	128	171	174	338	161	2072
Number words mis-spelled in:										
Sentences (italicized words not regarded), . . .	1729	909	679	718	642	474	576	1026	626	7379
Ten dictated words, . . .	756	295	283	488	329	293	303	371	335	3453
Reading. — Average for sight-reading, . . .	73.8	72.9	70.4	69.9	76.4	75.7	75.4	77.1	72.7	73.9
Penmanship, . . .	54.6	59.9	54.6	57.9	62.0	57.2	54.7	57.5	53.1	56.9
English, . . .	66.7	73.0	79.2	71.6	82.7	84.2	76.5	76.2	65.7	75.1

In this town the last three "number stories" were omitted in many rooms above Grade IV, and Examples 1, 2, and 8, in "written" work, substituted for them.

TOWN U.	DISTRICT.										Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Number of pupils who wrote papers, . . .	6	1	5	1	3	6	3	3	5	8	41
Average age of pupils who wrote (years and months), . . .	12-9	10-5	12-6	9-0	12-9	11-6	10-10	12-3	12-2	10-7	11-9
Time pupils had been in school (years and months), . . .	5-6	5-0	6-2	4-0	6-0	5-10	5-4	6-8	6-2	5-1	5-8
MENTAL ARITHMETIC.											
<i>Addition.</i> —Examples (9+5; 17+9; 38+9):											
Whole number answers, . . .	18	3	15	3	9	18	9	9	15	24	123
Number incorrect answers, . . .	5	0	0	0	2	2	0	0	1	1	11
<i>Subtraction.</i> —Examples (11-4; 25-8):											
Whole number answers, . . .	12	2	10	2	6	12	6	6	10	16	82
Number incorrect answers, . . .	6	1	2	1	1	0	1	1	1	5	19
<i>Multiplication.</i> —Examples (7 × 8; 6 × 7; 9 × 8; 7 × 12):											
Whole number answers, . . .	24	4	20	4	12	24	12	12	20	32	164
Number incorrect answers, . . .	7	0	4	0	5	8	0	2	1	1	28
<i>Division.</i> —Examples (54 ÷ 9; 27 ÷ 3; 19 ÷ 6):											
Whole number answers, . . .	12	2	15	3	9	18	9	9	15	24	116
Number incorrect answers, . . .	1	0	1	0	2	6	2	5	8	2	27
<i>Fractions.</i> —Examples ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$):											
Whole number answers, . . .	12	2	10	2	6	12	6	6	10	16	82
Number incorrect answers, . . .	9	0	7	2	6	10	5	6	3	7	55

Number Stories.—If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?

It is now 10 minutes after ten, what time was it five minutes ago?

Alice has twelve oranges, how many can she give away and keep four?

I have ten cents to spend for 2-cent stamps, how many can I buy?

Whole number answers, . . .	24	4	20	4	12	24	12	12	20	32	164
Number incorrect answers, . . .	7	0	5	1	3	3	3	2	5	2	31

TABLE III.—ARITHMETIC.

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TOWN U.—CONTINUED.	DISTRICT.										Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Number of pupils who wrote papers, . . .	6	1	5	1	3	6	3	3	5	8	41
Average age of pupils who wrote (years and months), . . .	12-9	10-5	12-6	9-0	12-9	11-6	10-10	12-3	12-2	10-7	11-9
Time pupils have been in school (years and months), . . .	5-6	5-0	6-2	4-0	6-0	5-10	5-4	6-8	6-2	5-1	5-8
WRITTEN ARITHMETIC.											
<i>Addition.</i> —Example (245 ; 78 ; 669 ; 75 ; 201) :											
Number incorrect answers, . . .	2	1	3	0	3	3	2	1	1	3	19
<i>Multiplication.</i> —Example (604 × 29) :											
Number incorrect answers, . . .	4	1	1	0	2	4	1	3	0	5	21
<i>Division.</i> —Example (546 ÷ 3) :											
Number incorrect answers, . . .	4	0	1	0	2	4	0	1	2	4	18
<i>Examples.</i> —1. John's father is 30 years old. His mother is five years younger. How old is his mother ?											
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it ?											
3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister ?											
4. A wood cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years ?											
5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box ?											
6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John ?											
7. A man uses 124 envelopes in a month. How many will he use in 6 months ?											
8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month ?											
Whole number answers, . . .	48	8	40	8	24	48	24	24	40	64	328
Number incorrect answers, . . .	31	4	24	4	15	25	12	15	14	31	175
<i>Dictation.</i> —Write at dictation i, n, t, h, a, o, y, F, L, O, B.											
1. Does John know which pencil to use? No, <i>he is</i> writing with Mary's <i>pencil</i> .											
2. <i>The</i> (fourth) day of <i>the</i> week <i>is</i> (Wednesday).											
3. You <i>and I</i> wear shoes.											
4. The scholars <i>all</i> said, "Two <i>and two</i> are four."											
5. Whose knife <i>is</i> this ?											
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such											
Number who failed to :											
Begin each sentence with capital, . . .	2	0	0	1	3	5	0	1	1	5	18
Begin the three proper nouns with capitals, . . .	0	0	0	0	3	5	2	1	1	3	15
Use capital for pronoun <i>I</i> , . . .	1	0	0	0	2	4	0	1	0	0	8
Use the two interrogation points correctly, . . .	4	0	2	1	3	6	3	2	5	8	34
Use the four periods correctly, . . .	2	0	0	1	3	4	2	1	3	7	23
Use apostrophe with possessive, . . .	6	0	3	1	3	4	3	2	2	8	32
Use quotation marks correctly, . . .	6	1	5	1	3	6	3	3	5	7	41
Number words mis-spelled in :											
Sentences (italicized words not regarded), . . .	29	1	19	6	46	45	16	20	8	22	212
Ten dictated words, . . .	15	1	6	1	15	26	6	8	6	9	93
<i>Reading.</i> —Average for sight-reading, . . .											
<i>Penmanship</i> , . . .	67.5	70.0	76.2	63.7	50.0	66.4	71.6	61.6	75.8	75.0	69.4
<i>English</i> , . . .	48.3	60.0	55.0	55.0	41.6	38.3	48.3	58.3	68.0	44.3	50.0
<i>English</i> , . . .	45	66.5	7	59.1	—	9.1	28.2	16.6	11.9	53.9	34.7
<i>English</i> , . . .	45	66.5	7	59.1	—	9.1	28.2	16.6	11.9	53.9	34.7

TOWN A.	DISTRICTS.				Total.
	I	II	III	IV	
Number of children who wrote papers,	2	3	5	1	11
Average age of pupils who wrote (years and months),	14-10	13-8	13-3	17-3	14-0
Average time pupils in school (years and months),	7-6	7-0	6-4	11-0	7-2
MENTAL ARITHMETIC.					
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$, $\frac{2}{3} + \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):					
Whole number questions given,	6	9	15	3	33
Number of incorrect answers,	2	3	5	0	10
<i>Percentage</i> (10 % of 10; 5 is what % of 20):					
Whole number questions given,	4	6	10	2	22
Number of incorrect answers,	1	3	4	2	10
WRITTEN ARITHMETIC.					
<i>Addition</i> (184, 345, 696, 69, 423, 75):					
Number of incorrect answers,	0	0	0	0	0
<i>Examples.</i> —					
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?					
Number of incorrect answers,	2	2	2	1	7
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?					
Number of incorrect answers,	0	2	3	1	6
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.					
Number of incorrect answers,	2	2	4	0	8
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?					
Number of incorrect answers,	0	2	3	0	5
5. $(2489 \times 120 - 98) \div 39 = ?$					
Number of incorrect answers,	0	3	2	1	6
<i>Reading</i> ,	85.0	71.6	73.0	90.0	76.3
<i>Language</i> ,	86.0	34.5	86.4	54.2	61.5

TABLE IV.—ARITHMETIC.

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TOWN B.	DISTRICTS.											Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	
Number of children who wrote papers,	8	4	4	8	6	5	4	2	3	2	3	49
Average age of pupils who wrote (years and months),	13-2	12-10	14-0	15-2	15-2	13-6	13-1	13-8	13-6	14-8	13-1	13-11
Average time pupils in school (years and months),	6-3	7-6	6-9	7-3	7-4	7-7	6-6	8-0	7-0	8-6	6-4	7-0
MENTAL ARITHMETIC.												
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$, $\frac{2}{3} + \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):												
Whole number questions given,	24	12	12	24	18	15	12	6	9	6	9	147
Number of incorrect answers,	13	0	11	5	4	3	4	3	2	0	1	46
<i>Percentage</i> (10 % of 10; 5 is what % of 20):												
Whole number questions given,	16	8	8	16	12	10	8	4	6	4	6	98
Number of incorrect answers,	9	8	3	13	8	8	5	3	2	2	3	64
WRITTEN ARITHMETIC.												
<i>Addition</i> (184, 345, 696, 69, 423, 75):												
Number of incorrect answers,	0	0	1	0	1	1	1	0	0	0	0	4
<i>Examples.</i> —												
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?												
Number of incorrect answers,	4	1	3	4	3	4	2	1	1	0	1	24
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?												
Number of incorrect answers,	7	4	4	4	0	4	4	1	1	0	2	31
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.												
Number of incorrect answers,	7	2	4	3	0	5	4	1	2	0	2	30
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?												
Number of incorrect answers,	6	0	3	3	0	5	3	1	2	1	1	25
5. $(2489 \times 120 - 98) \div 39 = ?$												
Number of incorrect answers,	4	3	3	3	1	2	3	1	2	0	1	23
<i>Reading</i> ,	76.1	79.6	78.3	74.5	70.1	80.3	71.3	84.1	72.3	73.3	60.6	74.6
<i>Language</i> ,	57.0	64.1	63.8	71.3	60.7	62.3	71.0	66.3	59.9	48.1	29.7	61.1

TOWN C.	DISTRICTS.						Total.
	I	II	III	IV	V	VI	
Number of children who wrote papers, .	1	2	1	3	3	4	14
Average age of pupils who wrote (years and months),	14-1	14-3	15-1	14-5	14-7	14-6	14-6
Average time pupils in school (years and months),	9-0	7-0	8-0	8-4	8-4	7-6	7-11
MENTAL ARITHMETIC.							
<i>Fractions</i> ($\frac{1}{2} \times \frac{1}{4}$, $\frac{2}{3} \times \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):							
Whole number questions given, .	3	6	3	9	9	12	42
Number of incorrect answers, .	0	2	2	5	6	1	16
<i>Percentage</i> (10 % of 10; 5 is what % of 20):							
Whole number questions given, .	2	4	2	6	6	8	28
Number of incorrect answers, .	1	4	1	4	5	1	16
WRITTEN ARITHMETIC.							
<i>Addition</i> (184, 345, 696, 69, 423, 75):							
Number of incorrect answers, .	0	0	0	0	0	0	0
<i>Examples.</i> —							
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?							
Number of incorrect answers, .	0	2	1	1	1	0	5
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?							
Number of incorrect answers, .	0	1	1	3	2	0	7
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.							
Number of incorrect answers, .	0	1	0	3	2	1	7
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?							
Number of incorrect answers, .	0	2	1	3	2	0	8
5. $(2489 \times 120 - 98) \div 39 = ?$							
Number of incorrect answers, .	0	2	1	2	1	0	6
<i>Reading</i> ,	81.6	64.1	76.6	78.3	73.8	85.0	77.3
<i>Language</i> ,	62.8	45.7	97.5	57.5	66.1	89.2	69.9

TOWN D.	DISTRICT.		Total.
	I	II	
Number of children who wrote papers,	5	4	9
Average age of pupils who wrote (years and months), . . .	17-5	12-6	15-3
Average time pupils in school (years and months),	10-7	7-0	9-0
MENTAL ARITHMETIC.			
<i>Fractions</i> ($\frac{1}{2} \times \frac{1}{4}$, $\frac{2}{3} \times \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):			
Whole number questions given,	15	12	27
Number of incorrect answers,	1	0	1
<i>Percentage</i> (10 % of 10; 5 is what % of 20):			
Whole number questions given,	10	8	18
Number of incorrect answers,	4	7	11
WRITTEN ARITHMETIC.			
<i>Addition</i> (184, 345, 696, 69, 423, 75):			
Number of incorrect answers,	1	0	1
<i>Examples.</i> —			
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?			
Number of incorrect answers,	1	3	4
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?			
Number of incorrect answers,	3	3	6
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.			
Number of incorrect answers,	1	4	5
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?			
Number of incorrect answers,	2	2	4
5. $(2489 \times 120 - 98 \div) 39 = ?$			
Number of incorrect answers,	1	0	1
<i>Reading</i> ,	79.0	78.7	78.8
<i>Language</i> ,	92.2	80.0	86.7

TOWN E.	DISTRICTS.						Total.
	I	II	III	IV	V	VI	
Number of children who wrote papers, .	4	1	1	3	2	1	12
Average age of pupils who wrote (years and months),	13-0	15-7	14-6	15-6	15-3	15-1	14-6
Average time pupils in school (years and months),	5-9	9-0	8-0	7-4	8-6	8-0	7-3
MENTAL ARITHMETIC.							
<i>Fractions</i> ($\frac{1}{2} \times \frac{1}{4}$, $\frac{2}{3} \times \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):							
Whole number questions given, .	12	3	—	9	6	3	33
Number of incorrect answers, .	12	3	—	1	2	3	21
<i>Percentage</i> (10 % of 10; 5 is what % of 20):							
Whole number questions given, .	8	2	—	6	4	2	22
Number of incorrect answers, .	8	1	—	5	2	2	18
WRITTEN ARITHMETIC.							
<i>Addition</i> (184, 345, 696, 69, 423, 75):							
Number of incorrect answers, .	—	0	—	0	0	0	0
<i>Examples.</i> —							
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?							
Number of incorrect answers, .	3	1	1	3	2	1	11
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?							
Number of incorrect answers, .	3	0	1	3	0	1	8
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.							
Number of incorrect answers, .	3	0	1	3	0	0	7
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?							
Number of incorrect answers, .	4	0	0	3	0	1	8
5. $(2489 \times 120 - 98) \div 39 = ?$							
Number of incorrect answers, .	2	0	0	2	0	0	4
<i>Reading,</i>	74.1	78.3	75.0	72.7	82.5	78.3	75.9
<i>Language,</i>	90.5	42.1	35.7	87.4	94.2	38.2	77.3

TABLE IV.—ARITHMETIC.

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TOWN F.	DISTRICT.					Total.
	I	II	III	IV	V	
Number of children who wrote papers, . . .	2	3	3	17	25	50
Average age of pupils who wrote (years and months), . . .	14-1	13-4	14-1	13-0	14-7	13-11
Average time pupils in school (years and months), . . .	8-0	7-0	7-4	7-0	7-9	7-5
MENTAL ARITHMETIC.						
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$, $\frac{2}{3} + \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):						
Whole number questions given, . . .	6	9	9	51	75	150
Number of incorrect answers, . . .	0	6	3	32	21	62
<i>Percentage</i> (10 % of 10; 5 is what % of 20):						
Whole number questions given, . . .	4	6	6	34	50	100
Number of incorrect answers, . . .	4	6	3	20	35	68
WRITTEN ARITHMETIC.						
<i>Addition</i> (184, 345, 696, 69, 423, 75):						
Number of incorrect answers, . . .	0	1	1	5	3	10
<i>Examples.</i> —						
1. At 37½ cents a peck, what will 850 bushels of wheat cost?						
Number of incorrect answers, . . .	2	3	0	8	1	14
2. At the rate of 8½ lbs. for one dollar, how many pounds can be bought for 60 cents?						
Number of incorrect answers, . . .	2	3	1	15	15	36
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.						
Number of incorrect answers, . . .	—	3	1	17	21	42
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?						
Number of incorrect answers, . . .	0	3	2	16	12	33
5. (2489 × 120 — 98) ÷ 39 = ?						
Number of incorrect answers, . . .	0	1	1	10	16	28
<i>Reading</i> ,	73.3	86.0	83.3	72.2	66.6	70.5
<i>Language</i> ,	30.3	51.3	67.3	38.5	58.7	50.7

TOWN C.	DISTRICTS.				Total.
	I	II	III	IV	
Number of children who wrote papers,	60	1	2	3	66
Average age of pupils who wrote (years and months),	14-0	13-7	16-7	15-7	14-1
Average time pupils in school (years and months), .	6-11	6-0	8-0	9-8	7-0
MENTAL ARITHMETIC.					
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$, $\frac{2}{3} + \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):					
Whole number questions given,	180	3	6	6	195
Number of incorrect answers,	58	0	6	1	65
<i>Percentage</i> (10 % of 10; 5 is what % of 20):					
Whole number questions given,	120	2	4	—	126
Number of incorrect answers,	86	1	3	—	90
WRITTEN ARITHMETIC.					
<i>Addition</i> (184, 345, 696, 69, 423, 75):					
Number of incorrect answers,	*4	0	—	0	4
<i>Examples.</i> —					
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?					
Number of incorrect answers,	26	0	1	2	29
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?					
Number of incorrect answers,	50	0	2	3	55
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.					
Number of incorrect answers,	*10	0	1	3	14
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?					
Number of incorrect answers,	21	0	1	2	24
5. $(2489 \times 120 - 98) \div 39 = ?$					
Number of incorrect answers,	16	0	1	1	18
<i>Reading</i> ,	73.7	75.0	72.5	80.0	73.9
<i>Language</i> ,	73.9	100.	83.9	79.7	74.8

* Given to but 24 pupils in this district.

TABLE IV.—ARITHMETIC.

*363

TOWN H.	DISTRICTS.			Total.
	I	II	III	
Number of children who wrote papers,	16	1	3	20
Average age of pupils who wrote (years and months), . .	14-1	13-0	15-2	14-2
Average time pupils in school (years and months), . .	7-0	8-0	8-0	7-2
MENTAL ARITHMETIC.				
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):				
Whole number questions given,	48	3	9	60
Number of incorrect answers,	24	0	0	24
<i>Percentage</i> (10 % of 10; 5 is what % of 20):				
Whole number questions given,	32	2	6	40
Number of incorrect answers,	20	2	4	26
WRITTEN ARITHMETIC.				
<i>Addition</i> (184, 345, 696, 69, 423, 75):				
Number of incorrect answers,	3	0	0	3
<i>Examples.</i> —				
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?				
Number of incorrect answers,	7	1	2	10
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?				
Number of incorrect answers,	8	1	3	12
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.				
Number of incorrect answers,	12	1	2	15
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?				
Number of incorrect answers,	8	1	3	12
5. $(2489 \times 120 - 98) \div 39 = ?$				
Number of incorrect answers,	9	0	0	9
<i>Reading</i> ,	74.4	78.3	73.3	74.4
<i>Language</i> ,	77.6	44.5	93.5	78.3

TOWN I.	DISTRICTS.					Total.
	I	II	III	IV	V	
Number of children who wrote papers, . . .	1	5	9	1	2	18
Average age of pupils who wrote (years and months), . . .	12-4	13-2	14-2	14-6	14-1	13-9
Average time pupils in school (years and months), . . .	7-0	6-7	7-6	9-0	7-6	7-4
MENTAL ARITHMETIC.						
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):						
Whole number questions given, . . .	3	15	27	3	6	54
Number of incorrect answers, . . .	0	11	9	3	1	24
<i>Percentage</i> (10 % of 10; 5 is what % of 20):						
Whole number questions given, . . .	2	10	18	2	4	36
Number of incorrect answers, . . .	1	10	15	2	3	31
WRITTEN ARITHMETIC.						
<i>Addition</i> (184, 345, 696, 69, 423, 75):						
Number of incorrect answers, . . .	0	3	3	0	1	7
<i>Examples.</i> —						
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?						
Number of incorrect answers, . . .	1	5	3	1	1	11
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?						
Number of incorrect answers, . . .	1	5	8	1	1	16
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.						
Number of incorrect answers, . . .	1	4	4	1	1	11
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?						
Number of incorrect answers, . . .	1	3	9	1	1	15
5. $(2489 \times 120 - 98) \div 39 = ?$						
Number of incorrect answers, . . .	1	4	4	1	1	11
<i>Reading</i> ,	75.0	70.8	64.0	65.0	65.0	66.6
<i>Language</i> ,	29.3	50.2	44.2	45.1	49.7	45.7

TABLE IV.—ARITHMETIC.

*365

TOWN J.	DISTRICTS.				Total.
	I	II	III	IV	
Number of children who wrote papers,	4	2	3	4	13
Average age of pupils who wrote (years and months),	13-8	15-5	12-9	13-1	13-6
Average time pupils in school (years and months), .	6-9	9-0	7-0	7-0	7-2
MENTAL ARITHMETIC.					
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):					
Whole number questions given,	12	6	9	12	39
Number of incorrect answers,	6	3	0	4	13
<i>Percentage</i> (10 % of 10; 5 is what % of 20):					
Whole number questions given,	8	4	6	8	26
Number of incorrect answers,	6	2	3	5	16
WRITTEN ARITHMETIC.					
<i>Addition</i> (184, 345, 696, 69, 423, 75):					
Number of incorrect answers,	0	1	0	0	1
<i>Examples.</i> —					
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?					
Number of incorrect answers,	3	2	3	2	10
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?					
Number of incorrect answers,	2	2	3	2	9
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.					
Number of incorrect answers,	4	2	3	2	11
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?					
Number of incorrect answers,	3	2	3	3	11
5. $(2489 \times 120 - 98) \div 39 = ?$					
Number of incorrect answers,	3	2	3	1	9
<i>Reading</i> ,	60.0	80.0	68.3	70.0	68.0
<i>Language</i> ,	35.6	69.6	24.2	80.1	51.8

Town K.	District I	Total.
Number of children who wrote papers,	4	4
Average age of pupils who wrote (years and months), . .	13-9	13-9
Average time pupils in school (years and months), . .	7-3	7-3
MENTAL ARITHMETIC.		
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):		
Whole number questions given,	12	12
Number of incorrect answers,	2	2
<i>Percentage</i> (10 % of 10; 5 is what % of 20):		
Whole number questions given,	8	8
Number of incorrect answers,	6	6
WRITTEN ARITHMETIC.		
<i>Addition</i> (184, 345, 696, 69, 423, 75):		
Number of incorrect answers,	1	1
<i>Examples.</i> —		
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?		
Number of incorrect answers,	2	2
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?		
Number of incorrect answers,	3	3
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.		
Number of incorrect answers,	3	3
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?		
Number of incorrect answers,	3	3
5. $(2489 \times 120 - 98) \div 39 = ?$		
Number of incorrect answers,	2	2
<i>Reading</i> ,	—	0
<i>Language</i> ,	69.4	69.4

TABLE IV.—ARITHMETIC.

*367

Town L.	District I.	Total.
Number of children who wrote papers,	1	1
Average age of pupils who wrote (years and months), . . .	14-8	14-8
Average time pupils in school (years and months), . . .	8-0	8-0
MENTAL ARITHMETIC.		
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):		
Whole number questions given,	3	3
Number of incorrect answers,	0	0
<i>Percentage</i> (10 % of 10; 5 is what % of 20):		
Whole number questions given,	2	2
Number of incorrect answers,	1	1
WRITTEN ARITHMETIC.		
<i>Addition</i> (184, 345, 696, 69, 423, 75):		
Number of incorrect answers,	0	0
<i>Examples.</i> —		
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?		
Number of incorrect answers,	1	1
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?		
Number of incorrect answers,	0	0
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.		
Number of incorrect answers,	0	0
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?		
Number of incorrect answers,	0	0
5. $(2489 \times 120 - 98) \div 39 = ?$		
Number of incorrect answers,	0	0
<i>Reading</i> ,	68.3	68.3
<i>Language</i> ,	66.8	66.8

TOWN M.	DISTRICTS.					Total.
	I	II	III	IV	V	
Number of children who wrote papers, . . .	85	22	5	3	1	114
Average age of pupils who wrote (years and months), . . .	13-11	13-4	14-3	14-6	15-3	14-0
Average time pupils in school (years and months), . . .	7-0	7-0	8-0	8-0	9-0	7-1
MENTAL ARITHMETIC.						
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$, $\frac{2}{3} + \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$):						
Whole number questions given, . . .	255	66	15	9	3	348
Number of incorrect answers, . . .	129	0	10	2	2	143
<i>Percentage</i> (10 % of 10; 5 is what % of 20):						
Whole number questions given, . . .	170	44	10	6	2	232
Number of incorrect answers, . . .	121	22	3	3	2	151
WRITTEN ARITHMETIC.						
<i>Addition</i> (184, 345, 696, 69, 423, 75):						
Number of incorrect answers, . . .	13	2	2	1	0	18
<i>Examples.</i> —						
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?						
Number of incorrect answers, . . .	27	2	3	1	0	33
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?						
Number of incorrect answers, . . .	56	3	5	0	1	65
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.						
Number of incorrect answers, . . .	32	4	3	0	1	40
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?						
Number of incorrect answers, . . .	44	15	3	3	1	66
5. $(2489 \times 120 - 98) \div 39 = ?$						
Number of incorrect answers, . . .	30	6	4	2	0	42
<i>Reading</i> ,	84.4	70.0	62.5	63.9	80.0	80.1
<i>Language</i> ,	83.7	75.6	56.4	57.0	69.7	80.2

TABLE IV.—ARITHMETIC.

*369

TOWN N.	DISTRICTS.				Total.
	I	II	III	IV	
Number of children who wrote papers, . . .	42	2	6	3	53
Average age of pupils who wrote (years and months),	14-11	14-6	13-6	15-3	14-10
Average time pupils in school (years and months),	8-0	7-0	6-6	8-4	7-9
MENTAL ARITHMETIC					
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):					
Whole number questions given, . . .	126	6	18	9	159
Number of incorrect answers, . . .	33	4	11	1	49
<i>Percentage</i> (10 % of 10; 5 is what % of 20):					
Whole number of questions given, . . .	84	4	12	6	106
Number of incorrect answers, . . .	50	4	11	6	71
WRITTEN ARITHMETIC.					
<i>Addition</i> (184, 345, 696, 69, 423, 75):					
Number of incorrect answers, . . .	6	0	0	0	6
<i>Examples.</i> —					
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?					
Number of incorrect answers, . . .	10	1	2	0	13
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?					
Number of incorrect answers, . . .	6	2	4	3	15
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.					
Number of incorrect answers, . . .	25	1	4	0	30
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?					
Number of incorrect answers, . . .	14	1	3	1	19
5. $(2489 \times 120 - 98) \div 39 = ?$					
Number of incorrect answers, . . .	15	2	0	0	17
<i>Reading</i> , . . .	80.2	80.8	78.6	83.3	80.2
<i>Language</i> , . . .	88.8	—	71.9	42.7	86.0

Town O.	District I.	Total.
Number of children who wrote papers,	1	1
Average age of pupils who wrote (years and months),	12-1	12-1
Average time pupils in school (years and months),	6-0	6-0
MENTAL ARITHMETIC.		
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):		
Whole number questions given,	3	3
Number of incorrect answers,	0	0
<i>Percentage</i> (10 % of 10; 5 is what % of 20):		
Whole number questions given,	2	2
Number of incorrect answers,	2	2
WRITTEN ARITHMETIC.		
<i>Addition</i> (184, 345, 696, 69, 423, 75):		
Number of incorrect answers,	0	0
<i>Examples.</i> —		
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?		
Number of incorrect answers,	1	1
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?		
Number of incorrect answers,	1	1
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.		
Number of incorrect answers,	1	1
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?		
Number of incorrect answers,	1	1
5. $(2489 \times 120 - 98) \div 39 = ?$		
Number of incorrect answers,	0	0
<i>Reading</i> ,	70.0	70.0
<i>Language</i> ,	90.0	90.0

TABLE IV.—ARITHMETIC.

*371

TOWN P.	DISTRICT.		Total.
	I	II	
Number of children who wrote papers,	70	1	71
Average age of pupils who wrote (years and months), . . .	14-0	17-4	14-1
Average time pupils in school (years and months), . . .	7-3	8-0	7-3
MENTAL ARITHMETIC.			
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{3}{4} - \frac{1}{6}$):			
Whole number questions given,	*105	3	108
Number of incorrect answers,	15	0	15
<i>Percentage</i> (10 % of 10; 5 is what % of 20):			
Whole number questions given,	*70	2	72
Number of incorrect answers,	49	0	49
WRITTEN ARITHMETIC.			
<i>Addition</i> (184, 345, 696, 69, 423, 75):			
Number of incorrect answers,	*2	0	2
<i>Examples.</i> —			
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?			
Number of incorrect answers,	19	0	19
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?			
Number of incorrect answers,	39	1	40
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.			
Number of incorrect answers,	*5	0	5
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?			
Number of incorrect answers,	24	0	24
5. $(2489 \times 120 - 98) \div 39 = ?$			
Number of incorrect answers,	36	0	36
<i>Reading</i> ,	70.0	70.0	70.0
<i>Language</i> ,	82.4	50.1	81.9

* Given to but 35 pupils.

TOWN Q.	DISTRICT.		Total.
	I	II	
Number of children who wrote papers,	2	8	10
Average age of pupils who wrote (years and months), . . .	13-9	13-6	13-7
Average time pupils in school (years and months), . . .	7-0	7-1	7-1
MENTAL ARITHMETIC.			
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):			
Whole number questions given,	6	24	30
Number of incorrect answers,	2	12	14
<i>Percentage</i> (10 % of 10; 5 is what % of 20):			
Whole number questions given,	4	16	20
Number of incorrect answers,	4	9	13
WRITTEN ARITHMETIC.			
<i>Addition</i> (184, 345, 696, 69, 423, 75):			
Number of incorrect answers,	1	1	2
<i>Examples.</i> —			
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?			
Number of incorrect answers,	0	2	2
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?			
Number of incorrect answers,	2	5	7
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.			
Number of incorrect answers,	2	2	4
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?			
Number of incorrect answers,	1	2	3
5. $(2489 \times 120 - 98) \div 39 = ?$			
Number of incorrect answers,	1	0	1
<i>Reading</i> ,	73.3	77.2	76.4
<i>Language</i> ,	34.3	72.9	65.1

TABLE IV.—ARITHMETIC.

*373

TOWN R.	DISTRICTS.						Total.
	I	II	III	IV	V	VI	
Number of children who wrote papers, .	13	3	1	15	3	3	38
Average age of pupils who wrote (years and months),	13-3	15-5	13-5	13-6	16-4	14-6	13-10
Average time pupils in school (years and months),	7-0	9-0	6-0	7-3	10-4	6-0	7-5
MENTAL ARITHMETIC.							
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):							
Whole number questions given, .	39	9	3	45	9	9	114
Number of incorrect answers, .	17	1	0	7	4	2	31
<i>Percentage</i> (10 % of 10; 5 is what % of 20):							
Whole number questions given, .	26	6	2	30	6	6	76
Number of incorrect answers, .	26	2	2	23	5	6	64
WRITTEN ARITHMETIC.							
<i>Addition</i> (184, 345, 696, 69, 423, 75):							
Number of incorrect answers, .	4	2	0	1	0	0	7
<i>Examples.</i> —							
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?							
Number of incorrect answers, .	8	0	0	5	2	2	17
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?							
Number of incorrect answers, .	12	0	0	15	3	1	31
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.							
Number of incorrect answers, .	5	0	0	8	2	2	17
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?							
Number of incorrect answers, .	10	0	1	4	2	1	18
5. $(2489 \times 120 - 98) \div 39 = ?$							
Number of incorrect answers, .	7	0	0	6	2	1	16
<i>Reading,</i>	65.2	80.5	66.5	77.4	72.1	72.0	72.3
<i>Language,</i>	37.2	82.8	66.2	70.5	62.1	51.4	57.7

Town S.	District I.	Total.
Number of children who wrote papers,	4	4
Average age of pupils who wrote (years and months), .	12-0	12-0
Average time pupils in school (years and months), . .	6-3	6-3
MENTAL ARITHMETIC.		
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):		
Whole number questions given,	12	12
Number of incorrect answers,	5	5
<i>Percentage</i> (10 % of 10; 5 is what % of 20):		
Whole number questions given,	8	8
Number of incorrect answers,	8	8
WRITTEN ARITHMETIC.		
<i>Addition</i> (184, 345, 696, 69, 423, 75):		
Number of incorrect answers,	0	0
<i>Examples.</i> —		
1. At $37\frac{1}{2}$ cents a peck, what will 850 bushels of wheat cost?		
Number of incorrect answers,	2	2
2. At the rate of $8\frac{1}{2}$ lbs. for one dollar, how many pounds can be bought for 60 cents?		
Number of incorrect answers,	3	3
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.		
Number of incorrect answers,	3	3
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?		
Number of incorrect answers,	4	4
5. $(2489 \times 120 - 98) \div 39 = ?$		
Number of incorrect answers,	3	3
<i>Reading</i> ,	66.2	66.2
<i>Language</i> ,	29.5	29.5

TABLE IV.—ARITHMETIC.

*375

TOWN T.	DISTRICT.								Total.
	I	II	III	IV	V	VI	VII	VIII	
Number of children who wrote papers,	39	23	74	79	27	41	42	55	380
Average age of pupils who wrote (years and months),	14-10	14-0	14-11	14-7	14-5	14-11	14-6	14-6	14-8
Average time pupils in school (years and months),	7-6	6-11	7-2	7-3	6-8	7-10	7-1	7-3	7-3
MENTAL ARITHMETIC.									
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):									
Whole number questions given,	117	69	222	237	81	123	126	165	1140
Number of incorrect answers,	34	13	16	38	15	11	14	13	154
<i>Percentage</i> (10 % of 10; 5 is what % of 20):									
Whole number questions given,	78	46	148	134	54	82	84	110	736
Number of incorrect answers,	29	31	44	42	17	7	47	13	230
WRITTEN ARITHMETIC.									
<i>Addition</i> (184, 345, 696, 69, 423, 75):									
Number of incorrect answers,	4	3	9	*6	4	1	5	3	35
<i>Examples.</i> —									
1. At 37½ cents a peck, what will 850 bushels of wheat cost?									
Number of incorrect answers,	6	8	29	22	10	8	6	12	101
2. At the rate of 8½ lbs. for one dollar, how many pounds can be bought for 60 cents?									
Number of incorrect answers,	19	9	27	35	7	9	17	17	140
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.									
Number of incorrect answers,	28	17	*12	*5	20	4	21	13	120
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?									
Number of incorrect answers,	11	5	14	9	7	5	9	14	74
5. (2489 × 120 — 98) ÷ 39 = ?									
Number of incorrect answers,	4	7	12	37	8	16	14	14	112
<i>Reading,</i>	83.0	78.9	80.8	75.8	80.0	80.1	79.0	82.3	79.7
<i>Language,</i>	91.7	83.0	92.6	77.7	97.0	94.2	82.0	83.1	86.7

* Given to only 33 pupils in this school.

TOWN U.	DISTRICTS.					Total.
	I	II	III	IV	V	
Number of pupils who wrote papers, . . .	1	6	2	2	1	12
Average age of pupils who wrote (years and months),	15-2	12-11	14-7	14-10	12-7	13-8
Average time pupils in school (years and months),	9-0	5-10	8-6	9-0	6-0	7-1
MENTAL ARITHMETIC.						
<i>Fractions</i> ($\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$):						
Whole number questions given, . . .	3	18	6	6	3	36
Number of incorrect answers, . . .	0	4	0	3	2	9
<i>Percentage</i> (10 % of 10; 5 is what % of 20;						
Whole number questions given, . . .	2	12	4	4	2	24
Number of incorrect answers, . . .	0	6	0	4	2	12
WRITTEN ARITHMETIC.						
<i>Addition</i> (184, 345, 696, 69, 423, 75):						
Number of incorrect answers, . . .	0	0	0	0	0	0
<i>Examples.</i> —						
1. At 37½ cents a peck, what will 850 bushels of wheat cost?						
Number of incorrect answers, . . .	0	0	0	2	1	3
2. At the rate of 8½ lbs. for one dollar, how many pounds can be bought for 60 cents?						
Number of incorrect answers, . . .	0	4	1	2	1	8
3. Find the interest of \$250, at 8 per cent., from to-day to Jan. 1, 1891.						
Number of incorrect answers, . . .	1	2	0	2	1	6
4. Calling 10 hours a day's work, how much will a man earn in 5 days and 8 hours at \$1.75 a day?						
Number of incorrect answers, . . .	0	1	0	2	1	4
5. $(2489 \times 120 - 98) \div 39 = ?$						
Number of incorrect answers, . . .	1	1	1	2	1	6
<i>Reading</i> ,	75.0	79.1	77.5	72.5	60.0	75.8
<i>Language</i> ,	45.6	34.7	76.0	—	28.2	43.4

GEOGRAPHY.

Here again teachers do not find in text-books any guide or assistance. Most of the books mistake the nature of the subject and the object of teaching it. There are brief statements under each political division, and questions on maps, the answers to which are entirely immaterial. The teaching usually consists in memoriter exercises, in which material and immaterial facts are mingled in the proportion of one to 100. Often the lesson is learned verbatim by the children, while the teacher has a book to suggest the words, sometimes carefully keeping the place with the digit finger.

The following suggestions to teachers are taken from a geography which has attained some eminence, and illustrate how teachers may be misled by authority, how the subject is misunderstood, and how the immaterial, well enough for casual reading, is emphasized to the entire exclusion of the material. It illustrates again and very forcibly the character of the books with which the precious time of children is occupied in school hours. Can we wonder that they do not make progress and that the results of school teaching are not satisfactory?

SUGGESTIONS TO TEACHERS.

“Time was when one must hold his ear
Close to a whispering voice to hear,
Like deaf men, nigh and nigher;
But now from town to town he talks,
And puts his nose into a box
And whispers through the wire.

“In olden times along the street
A glimmering lantern led our feet
When on a midnight stroll;
But now we snatch, when night comes nigh,
A piece of lightning from the sky,
And stick it on a pole.”

The following suggestion will be quite useful to a young teacher seeking to introduce children to this subject, or to any subject:

“Go into the wide world, travel the mountains of thought; be a pilgrim in the land of beauty and perception; catch every sun ray peculiar to each soul—so thou shalt gather all the beams that shine through the hearts of men.”

History and Geography are here suggested to the teacher :

Give a word painting of the approach of Hudson to Manhattan Island in his vessel called the "Half Moon." The word Manhattan means the place where they all got drunk. History tells us that Hudson handed a bottle of liquor to the Indians, and they fearing to offend one whom they supposed to be the Great Spirit, drank the liquor and all got drunk. Tell how the white men at first only asked for as much land as the hide of a bullock would cover, and when the request was granted they cut it up into one long extended strip, so as to encompass a large piece, and the Indians, amused at their cunning, willingly gave them the land.

Under the head of Connecticut is "suggested" :

Among the special objects of interest are General Putnam's Hill in Greenwich, Cat Hollow, a natural ice-house near Meriden, and Hanging Hill near Wallingford.

It will be interesting to contrast the laws and manners and customs of the early colonists with those of the present inhabitants. Scolds were formerly gagged and compelled to wear a placard on which was written the word "Scold." No person under twenty years of age could use tobacco without a physician's order, and then not within ten miles of a dwelling-house. Those who fell asleep in church were rapped on their heads with a stick by a watchful constable. A copy of the Old Blue Laws of Connecticut may be read to the class. The story of the Charter Oak may be told.

The following are a few suggestions to teachers who are teaching Europe :

SWITZERLAND.—Chairs are manufactured here (Berne, Switzerland) which make music when one sits in them.

THE NETHERLANDS. — According to an old-time author, Zuyder Zee was so named because a Dutchman, while crossing with a load of cider, was taken by a storm and had to throw his cargo overboard. He cried out, "The Zuyder's in the Zee." Show how this region has been snatched from the sea, piece by piece. The early barbarous inhabitants built their huts on stakes or on sand hills. The canal sometimes becomes stopped up with ice ; then the people fire cannon at the huge masses until they give way. A Dutchman once said, "I think we are the only nation which fights its rivers with cannon." Efforts are being made to drain the Zuyder Zee, and thus add to the area of Holland. Show that the absence of coal and water power has caused the people to harness the wind, which blows steadily from the sea over these flat lands.

Show how Holland is separated from Germany by bogs and marshes. The lowland bogs near the coast invade the lakes, and the peat rises to the surface forming islands called "Old Wives' Tow." Holland has been likened to a leaky ship, from which water must be continually bailed to keep it afloat.

The Dutch peasant leaves his shoes at the door of his house for fear of carrying in dirt. As his everyday shoes are made of wood he has only to kick them

off. In some villages cleanliness is carried to an extreme. The guides will tell you that in the village of Brock the noses of the cows are carefully wiped from time to time, and the animals combed and washed daily.

SCOTLAND.—Of Dundee it has been said that

“It abounds so in smells that a stranger supposes
The people are very deficient in noses.”

The following are for the children to “LEARN”:

The Chinese language is peculiar and difficult to learn. One word may have several different meanings according to the tone of voice used in its pronunciation. On the coast of China the medium of communication between the natives and foreigners is a mixture of Chinese, Portuguese, and English, called “Pig-eon English.” The following translation of the first verse of Longfellow’s *Excelsior* will give an idea of this dialect:

“Topside-galow,
That nighey time begin chop-chop,
One young man walkey, no can stop,
Maskey snow, maskey ice,
He carry flag with chop so nice,
Topside-galow.”

The natural lamps of Mexico and Cuba are lantern flies. Travelers sometimes pick these fire beetles from bushes and fasten them to their boots, so as to show the pathway and put to flight lurking serpents.

Great Salt Lake has no outlet. Its water is so dense that one might go to sleep on the waves with no fear of being drowned, for it is not easy to sink in this lake.

Zenith and Nadir are terms importing their own signification.

The following table gives the result of inquiries concerning the teaching of geography:

TOWN.	How many study the subject?	How many classes?	How many taught orally?	Number of hours per week to subject.	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
A									
1	11	3	0	3½	2	Ency.....	Looking up facts.....	4-5 of time no.....	Book questions, topical review book questions..
2	4	1	0	1½	2	none.....	.....	.....	.....
3	10	2	5	2	2	none.....	.....	no.	book questions..
4	5	3	0	3½	2	none.....	.....	no.....	book questions..
5	9	2	7	2½	2	none.....	.....	no.....	book questions..
6	9	3	3	3½	2	none.....	.....	no.....	book questions..
7	15	3	0	2½	2	none.....	.....	no.....	book questions..
8	16	3	0	3½	3	none.....	.....	no.....	book questions..
9	8	2	6	3	2	none.....	.....	no.....	book questions..
10	14	4	4	3½	3	none.....	.....	yes.....	book questions and map used
11	12	3	0	4	2	none.....	.....	no.....	map questions..
B									
1	6	2	0	4	2	none.....	.....	no.....	book questions..
2	17	3	0	3½	2	none.....	.....	no.....	book questions..
3	9	5	2	5	2	none.....	.....	no.....	book questions..
C									
1	258	12	55	24½	2	several....	In connection with lessons	yes.....	topical.....
2	10	2	0	5	2	none.....	.....	a little...	questions.....
3	6	2	0	5½	2	none.....	Teacher reads to pupils	a little...	questions.....
4	12	1	12	1½	2	none.....	.....	.....	.....
5	13	2	7	2	3	a few.....	not used.....	a little...	questions.....
D									
1	5	4	..	5½	2	none.....	.....	little.....	questions.....
2	4	2	0	5	2	none.....	.....	no.....	questions.....
3	19	7	0	8	2	none.....	.....	no.....	questions.....
4	11	3	0	4½	2	none.....	.....	a little...	questions.....
5	13	3	0	3½	2	none.....	.....	yes.....	topical.....
6	7	2	0	2½	2	none.....	.....	no.....	book questions..
7	4	2	0	4	2	none.....	.....	little.....	Use map, memoriter descriptive questions.....
8	16	5	0	4 5-6	3	none.....	.....	little.....	questions.....
9	158	10	9	16½	2	several in one room only	Read in connection with lesson	yes.....	questions.....
E									
1	515	16	236	24 1-12	2	many.....	supplementary.....	yes.....	topical.....
2	58	7	5	12½	3	a few.....	reference.....	yes.....	topical.....

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-book?	Does teacher make any special preparation?	Are children interested?	TOWNS.
none .....	.....	yes	no	not much	yes.....	yes	A 1
none .....	.....	no.....	no	no.....	no.....	yes	2
.....	memoriter	no.....	no	no.....	no.....	yes	3
none .....	.....	yes	no	no.....	no.....	yes	4
.....	memorize definitions.....	no.....	no	no.....	a little.....	yes	5
indefinite ..	use map for population and natural divisions	no.....	no	no.....	no.....	yes	6
.....	.....	yes	no	no.....	no.....	yes	7
.....	.....	no.....	no	no.....	a little.....	yes	8
indefinite ..	natural features, history of discoveries	no.....	no	no.....	no.....	yes	9
indefinite ..	talks about direction, natural features, etc.	yes	no	yes	no.....	yes	10
indefinite ..	use wall maps and learn definitions..	no.....	no	no.....	no.....	yes	11
none .....	.....	yes	no	no.....	a little.....	yes	B 1
indefinite ..	locate places on large map.....	a little.	no.....	no.....	yes	yes	2
indefinite ..	bound Connecticut, locate rivers, cities, etc.	occasionally	no.....	no.....	no.....	yes	3
third year ..	lessons on air, plants; work preparatory to study of continents	yes	yes	yes	yes	yes	C 1
indefinite ..	natural features—heat, cold, etc.	yes	no	not much	no.....	yes	2
.....	.....	no.....	no	not much	a little.....	yes	3
indefinite ..	earth—natural features, etc.....	yes ....	.....	yes	yes	yes	4
indefinite ..	follows book	no.....	no.....	a little.	yes	yes	5
indefinite ..	natural features, points compass, capitols, States	no.....	a little.	not much	no.....	yes	D 1
.....	.....	yes	no.....	no.....	yes	yes	2
.....	.....	no.....	no.....	no.....	no.....	yes	3
.....	.....	no.....	no.....	no.....	no.....	yes	4
.....	.....	yes	a little.	yes	yes	yes	5
.....	.....	a little.	no.....	no.....	no.....	yes	6
.....	.....	a little.	no.....	not much	no.....	yes	7
indefinite ..	direction, natural features, etc.....	no.....	a little.	no.....	no.....	yes	8
first year...	direction, natural features.....	no.....	a little.	not much	yes	yes	9
second year	natural divisions, draw plan school, reading	yes	yes	yes	yes	yes	E 1
indefinite ..	natural features, stories.....	yes	no.....	yes	yes	yes	2

TOWN.	How many study the subject.	How many classes?	How many taught orally?	Number of hours per week to subject.	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
3	5	3	0	3	2	several....	not used.....	yes.....	questions and talks
4	15	3	0	3	2	none .....	.....	no.....	questions
5	9	3	0	4½	2	none .....	.....	yes.....	topical.....
6	4	1	0	1½	2	very few...	little used.....	yes.....	questions
7	14	3	0	5	3	very few...	little used....	no.....	questions
8	11	3	0	4	3	a few.....	not used.....	yes.....	reading, ques- tions
F									
1	19	3	8	2½	2	other geography	reference	yes.....	questions and supplem'y work
2	4	3	0	2½	2	none .....	.....	no.....	questions
3	5	2	5	1½	2	none .....	.....	no.....	questions
4	8	5	2	2½	3	none .....	.....	no.....	questions
5	7	3	0	3½	2	none .....	.....	no.....	questions
6	9	3	0	4½	2	none .....	.....	no.....	questions
7	16	3	9	3½	2	Ency.....	reference	a little...	question, use ● wall maps
8	15	2	0	2½	2	none .....	.....	no.....	questions
C									
1	16	4	0	5	2	none .....	.....	no.....	questions
2	9	2	0	3½	2	none .....	.....	no.....	questions
3	6	2	0	1½	3	two	reference	no.....	questions
4	6	3	0	4½	2	none .....	.....	no.....	questions
5	5	2	0	2½	3	none .....	.....	no.....	questions
H									
1	12	4	4	3	2	none .....	.....	no.....	questions
2	4	2	0	1½	2	none .....	.....	a little...	questions
3	13	2	7	2½	2	none .....	.....	yes.....	questions, map, globe
4	8	4	1	1½	2	Ency.....	reference	yes.....	questions
5	9	3	0	3½	2	none .....	.....	yes.....	topics
6	20	3	0	4	2	none .....	.....	no.....	questions
I									
1	55	4	24	5½	2	none *....	.....	no.....	questions
2	6	3	0	2½	2	three... ..	Read at any time.....	yes.....	questions and topically
J									
1	16	2	7	4	2	two .....	.....	no.....	questions
2	17	2	11	1½	2	none .....	.....	yes.....	.....
3	20	5	4	6	2	none .....	.....	yes.....	questions

* In primary school were set of Dickens, Scotts, Chambers' Encyclopædia, Holy War, Bunyan's Pilgrim's Progress, Pictorial History United States. In larger school, no books.

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-book?	Does teacher make any special preparation?	Are children interested?	TOWN.
		yes	a little	yes	yes	yes	3
		a little	no	no	no	somewhat	4
indefinite	capitals	yes	yes	yes	usually	in map questions	5
		no	no	yes	no	yes	6
indefinite	local geography, natural divisions	yes	no	no	no	yes	7
		yes	yes	yes	yes	yes	8
indefinite	natural features	no	no	yes	usually	yes	F 1
indefinite	definitions of natural features	no	no	no	no	yes	2
indefinite	natural and political divisions	no	no	no	usually	somewhat	3
indefinite	bound State, natural divisions	no	no	no	sometimes	yes	4
		no	no	no	no	yes	5
		no	no	little	no	yes	6
indefinite	use wall maps for natural features	yes	no	little	no	yes	7
		no	no	no	no	no	8
		yes	no	no	occasional	yes	C 1
indefinite	grand divisions States, counties	no	no	no	no	yes	2
		no	no	no	no	yes	3
		no	no	no	no	somewhat	4
		no	a little	no	no	yes	5
second year	natural divisions, political divisions	no	no	no	a little	yes	H 1
		no	no	not much	no	yes	2
6 years old.	natural divisions, direction	no	no	no	sometimes	yes	3
indefinite	political divisions	yes	no	a little	no	yes	4
indefinite	stories	no	no	yes	no	yes	5
		no	no	no	yes	some are	6
indefinite	direction, political divisions Connecticut	a little	no	a little	occasionally	yes	I 1
indefinite		yes	yes	yes	yes	yes	2
indefinite		yes	no	no	no	yes	J 1
indefinite	memoriter	no	no	no	yes	yes	2
indefinite		yes	no	yes	yes	yes	3

TOWN.	How many study the subject?	How many classes?	How many taught orally?	Number of hours per week to subject.	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitations used?
K									
1	15	3	8	5	2	many.....	used with text-book	yes.....	topical.....
2	10	4	1	5½	2	several	reference	yes.....	questions, map, reading
3	19	4	0	3 1-6	2	several	read sometimes.....	yes.....	questions, maps, reading
4	14	3	8	3	2	many.....	for reference and pictures	yes.....	questions, map, reading
5	9	2	3	3	2	many.....	parallel with lessons...	yes.....	topical.....
6	8	2	2	2½	2	many.....	parallel with lessons ...	yes.....	topical.....
L									
1	244	12	54	15	2	many.....	reference	yes.....	questions, topical review
2	10	2	0	1 5-6	2	none .....	.....	yes.....	topical.....
3	13	2	3	2½	2	none .....	.....	no.....	questions
4	21	3	0	3½	2	none .....	.....	no.....	questions
5	8	3	0	3½	2	none .....	.....	no.....	questions
M									
1	36	2	0	3½	2	Ency., geography	reference.....	yes	topical.....
2	15	3	0	4½	2	Ency.....	reference.....	no.....	questions
3	21	3	0	9	2	Ency and 2 others	not used much	a little...	questions
4	19	4	0	5	2	none ..	.....	a little...	questions
5	15	4	5	6	2	gazetteer ..	.....	no.	questions
6	17	3	0	3½	2	one geography reader	as reading lesson.....	no.....	questions
7	21	3	0	7	2	Ency.....	not much used.....	no.....	questions
8	11	3	0	4	2	none .....	.....	no.....	questions
9	11	3	0	6½	2	none .....	.....	a little...	questions, some talks
10	15	2	6	4	2	Ency.....	reference.....	yes.....	topical.....
11	13	3	4	4½	2	Ency.....	reference	yes.....	topical.....
12	8	4	0	4	2	Rollo books	not used	no.....	questions
N									
1	37	4	0	8½	2	none .....	.....	yes.....	questions, talks..
2	10	2	5	2½	2	none .....	.....	no.....	questions
O									
1	162	7	50	10 1-6	2	few.....	not used.....	yes.....	questions, some talks
2	29	5	0	8½	2	one.....	not used.....	yes.....	questions, talks..
3	20	3	5	5½	2	none .....	.....	no.....	book questions..
4	11	3	0	3½	2	none .....	.....	no.....	questions
5	6	3	0	3½	2	five.....	not used.....	yes.....	topical.....

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-books?	Does teacher make any special preparation?	Are children interested?	TOWN.
first year...	political and natural divisions.....	no....	yes....	yes....	yes.....	yes.....	K 1
indefinite ..	names of States, geography Connec- ticut.....	yes....	a little.	in part.	not usually.	yes.....	2
.....	.....	no....	no....	yes....	no.....	yes.....	3
indefinite ..	definitions of natural divisions, mold- ing board.....	yes....	no....	yes....	sometimes..	yes.....	4
indefinite ..	stories.....	yes....	a little.	yes....	yes.....	yes.....	5
indefinite ..	forms, divisions, time, rain, etc.....	yes....	yes....	yes....	yes.....	yes.....	6
indefinite ..	local geography.....	yes....	a little.	in part.	yes.....	yes.....	L 1
.....	.....	yes....	no....	yes....	yes.....	yes.....	2
indefinite ..	use map, listen, and recite with others	a little.	no....	little...	yes....	yes.....	3
.....	.....	yes....	no....	no....	no.....	somewhat..	4
.....	.....	no....	no....	no....	for oldest class	yes.....	5
6 to 8 years of age	direction, measurement, town, State.	yes....	a little.	yes....	yes.....	yes.....	M 1
.....	.....	no....	no....	no....	no.....	yes.....	2
.....	.....	yes....	no....	no....	some.....	yes.....	3
.....	.....	yes....	a little.	a little.	yes.....	older ones..	4
indefinite ..	natural divisions.....	yes....	a little.	a little.	yes.....	yes.....	5
.....	.....	little...	no....	no....	sometimes..	yes.....	6
indefinite ..	talks with globe and reading.....	no....	no....	no....	no.....	no.....	7
.....	.....	no....	no....	no....	sometimes..	no.....	8
.....	.....	a little.	a little.	a little.	yes.....	yes.....	9
indefinite ..	talks, direction, natural divisions, etc.	no....	yes....	yes....	yes.....	yes.....	10
indefinite ..	parallel with book work.....	yes....	yes....	yes....	yes.....	yes.....	11
.....	.....	yes....	no....	no....	no.....	some are..	12
.....	.....	yes....	a little.	yes....	yes.....	yes.....	N 1
indefinite ..	States, oceans, boundaries, natural divisions ..	a little.	no....	no....	yes.....	yes.....	2
second year	direction, natural divisions.....	yes....	no....	yes....	yes.....	yes.....	O 1
indefinite ..	direction, natural divisions.....	yes....	no....	yes....	yes.....	yes.....	2
indefinite ..	teach definitions.....	no....	no....	no....	yes.....	somewhat..	3
.....	.....	yes....	no....	no....	no.....	yes.....	4
10 to 12 years of age	"topics".....	yes....	no....	yes....	yes.....	yes.....	5

TOWN.	How many study the subject?	How many classes?	How many taught orally?	Number of hours per week to subject.	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
6	48	4	0	4 $\frac{1}{2}$	2	none		a little...	questions
7	7	2	0	2 $\frac{1}{2}$	2	none		no	questions
P									
1	333	12	141	22 $\frac{1}{2}$	2	none*		yes	topics
2	190	9	68	10 $\frac{1}{2}$	2	none		no	book questions
3	16	4	0	6 $\frac{1}{2}$	2	none		no	questions
4	8	2	0	2 $\frac{1}{2}$	2	none		no	book questions
5	15	2	0	3	2	none		no	book questions
6	14	5	0	4 $\frac{1}{2}$	2	none		yes	question and supplementary
Q									
1	19	3	0	3 $\frac{3}{4}$	2	many	not used	a little	questions
2	43	3	0	5	2	Ency	reference	yes	questions, read'g, talk, study map
3	29	3	9	3 $\frac{1}{2}$	2	four	Read in connection with lesson	yes	topical
4	24	2	9	3 $\frac{1}{2}$	2	many	Reading in connection with lesson	yes	topical
5	18	3	8	4	2	ency	reference	yes	topical
6	14	3	0	3 $\frac{1}{2}$	2	a few	not used	a little	questions, reading
7	12	2	0	2 $\frac{1}{2}$	2	a few	not used	no	book questions
R									
1	8	3	4	4	2	Ency	not used	no	book questions
2	14	6	8	2 $\frac{1}{2}$	2	Ency	not much used	no	book questions
3	2	2	0	2 $\frac{1}{2}$	2	none		no	book questions
4	7	3	0	4	2	Ency	reference	a little	book questions, topics
5	4	1	0	2	2	one	not used	no	book questions
6	16	3	6	3 $\frac{1}{2}$	3	none		a little	book questions and supplem'y
S									
1	22	4	8	3	3	none		yes	topical
2	22	13	0	3	2	none		no	book questions
3	17	2	0	2 $\frac{1}{2}$	2	Rollo books	not used	no	book questions
4	23	6	12	4	2	Rollo books	reading	no	book questions
5	31	5	7	5 $\frac{1}{2}$	2	Ency	reference	a little	questions
6	16	3	0	2 $\frac{1}{2}$	2	none		a little	questions, map used
7	16	3	6	2 $\frac{1}{2}$	3	two	not used	no	questions
8	39	3	17	2 $\frac{1}{2}$	2	many	not used	no	questions
9	13	4	0	3	2	none		a little	questions
10	47	6	13	9 1-6	2	Ency	reference, reading	yes	questions, topical

* Teacher of one room directs children to books in public library.

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-book?	Does teacher make any special preparation?	Are children interested?	TOWN.
.....	.....	a little	no....	a little	at times...	not much..	6
.....	.....	yes....	no....	no....	sometimes..	fairly.....	7
primary....	cardinal points, directions, natural divisions	yes....	yes....	yes....	yes.....	yes.....	P 1
primary....	talks	yes....	no....	no....	sometimes..	yes.....	2
.....	.....	no....	no....	no....	no.....	yes.....	3
.....	.....	a little	no....	no....	no.....	yes.....	4
.....	.....	no....	no....	no....	yes.....	no.....	5
.....	.....	yes....	no....	yes....	yes.....	yes.....	6
.....	.....	no....	no....	a little	generally..	yes.....	Q 1
indefinite..	place, direction, natural divisions, etc.	yes....	no....	a little	yes.....	some are...	2
indefinite..	Connecticut and North America from map	yes....	a little	yes....	yes.....	yes.....	3
indefinite..	follow King's method.....	yes....	little..	yes....	yes.....	a part.....	4
indefinite..	model, draw map.....	yes....	a little	yes....	yes.....	yes.....	5
indefinite..	natural divisions, use map of world..	yes....	yes....	a little	yes.....	yes.....	6
.....	.....	yes....	no....	no....	no.....	yes.....	7
indefinite..	rivers, lakes, continents, etc.....	no....	no....	yes....	for younger pupils	some are...	R 1
indefinite..	Connecticut, natural divisions.....	no....	no....	no....	no.....	yes.....	2
.....	.....	no....	no....	no....	no.....	yes.....	3
indefinite..	natural divisions, directions.....	no....	no....	no....	no.....	yes.....	4
.....	.....	yes....	no....	no....	no.....	yes.....	5
indefinite..	teach some things from maps.....	no....	no....	no....	no.....	yes.....	6
indefinite..	.....	no....	no....	a little	yes.....	yes.....	S 1
.....	.....	no....	no....	no....	no.....	yes.....	2
.....	.....	no....	no....	no....	no.....	yes.....	3
.....	.....	no....	no....	no....	no.....	yes.....	4
indefinite..	supplement book with oral instruction	yes....	yes....	yes....	yes.....	yes.....	5
.....	.....	yes....	no....	a little	occasionally	yes.....	6
indefinite..	natural divisions, directions, etc.; use globe	yes....	no....	no....	no.....	yes.....	7
indefinite..	draw map, Connecticut, etc.	yes....	a little	no....	no.....	yes.....	8
indefinite..	use map to show different divisions of land and water	yes....	a little	a little	yes.....	yes.....	9
indefinite..	location of States on wall map.....	yes....	no....	yes....	yes.....	yes.....	10

TOWN.	How many study the subject?	How many classes?	How many taught orally?	Number of hours per week to subject.	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
T									
I	8	2	0	2½	2	Ency	reference, reading.....	a little...	questions, reading
2	4	2	0	3	2	Ency	reference, reading.....	no.....	questions
3	9	3	0	5	2	Ency	reference	a little...	questions
4	14	3	5	4	2	Ency	reference	no.....	questions
5	9	2	8	3¼	2	Ency	reference	no.....	questions
6	18	2	10	2¾	2	Ency	not used	no.....	questions
7	11	3	7	3	2	none .....	.....	no.....	questions, topical review
8	8	2	0	1¾	2	Ency.....	reference.....	not much	questions, talks..
9	7	3	0	3	3	2 ency's...	reference.....	no.....	questions, supplementary work
10	10	2	0	2½	2	Ency	reference.....	yes.....	questions
11	4	2	0	3½	2	Not even a dictionary	.....	no.....	questions
U	all	..	Grades 1, 2, 3	..	2	many.....	Study and Reading in connection with lesson	yes.....	topical.....

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-book?	Does teacher make any special preparation?	Are children interested?	TOWNS.
indefinite ..	bound towns, State.....	no.....	a little.	yes.....	yes.....	yes.....	T 1
.....	.....	no.....	no.....	no.....	no.....	yes.....	2
.....	.....	no.....	no.....	little...	not always.	yes.....	3
indefinite ..	own State and town.....	no.....	no.....	a little.	yes.....	yes.....	4
indefinite ..	use map world to locate hemispheres equator, etc.	no.....	no.....	for oral work	generally...	yes.....	5
indefinite ..	learn names of States.....	no.....	no.....	a little.	no.....	fairly.....	6
indefinite ..	geography of Connecticut.....	a little.	no.....	no.....	at times...	yes.....	7
.....	.....	no.....	no.....	Very little	no.....	yes.....	8
.....	.....	no.....	no.....	no.....	a little....	yes.....	9
.....	.....	no.....	a little.	yes.....	sometimes.	yes.....	10
.....	.....	no.....	no.....	no.....	no.....	yes.....	11
first year...	Practice in use of place words, decriptive words, cardinal points, lessons in scale, outline of schoolroom and ground, lessons on air, wind, frost, study of earth as a whole, natural divisions, formation of rivers, air, climate, vegetation	yes.....	yes.....	yes.....	yes.....	yes.....	U

HISTORY.

The methods of teaching history are exhibited in the following table:

TOWN.	Number in highest class in school.	Number studying United States history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
A						
1	4	0	0	not taught....	.....	.....
2	4	4	1	indefinite....	no.....	yes.....
3	..	0	0	not taught....	.....	.....
4	1	0	0	not taught....	.....	.....
5	..	0	0	not taught....	.....	.....
6	1	0	0	not taught....	.....	.....
7	2	2	1	indefinite....	no.....	yes.....
8	2	2	1	indefinite....	no.....	yes.....
9	1	1	1½	indefinite....	no.....	no.....
10	7	7	1½	indefinite....	no.....	no.....
11	7	6	0	indefinite....	used as reader..	.....
B						
1	1	*7	1½	indefinite....	no.....	nearly.....
2	4	4	1½	indefinite....	no.....	yes.....
3	2	2	1½	indefinite....	no.....	yes.....
C						
1	39	40	5	indefinite....	read it.....	.....
2	4	4	3	indefinite....	no.....	no.....
3	2	0	0	not taught....	.....	.....
4	0	0	0	not taught....	.....	.....
5	3	0	0	not taught....	.....	.....
D						
1	1	1	2	indefinite....	no.....	yes.....
2	1	1	3	indefinite....	no.....	yes.....
3	3	0	0	not taught....	.....	.....
4	2	0	0	not taught....	.....	.....
5	3	0	0	not taught....	.....	.....
6	3	0	0	not taught....	.....	.....
7	4	3	1	indefinite....	no.....	yes.....
8	5	5	1½	indefinite....	no.....	no.....
9	34	6	1½	three terms....	in review.....	in advance.....
E						
1	47	100	9½	six terms....	yes.....	no.....
2	7	25	5	three terms....	yes.....	no.....
3	1	0	0	not taught....	.....	.....

* A class is studying English History.

Have scholars access to any other books than text-books?	Are scholars di- rected in histori- cal reading?	Is history of Con- necticut espe- cially taught?	How many taught about govern- ment?	Are there any books on govern- ment?	How is historical knowledge tested?	TOWN.
						A
						1
no.....	no.....	no.....	none.....	no.....	not tested.....	2
						3
						4
						5
						6
no.....	no.....	no.....	none.....	no.....	not tested.....	7
no.....	no.....	no.....	none.....	no.....	oral reviews once a month.....	8
no.....	no.....	a little...	none.....	no.....	not tested.....	9
no.....	no.....	no.....	none.....	no.....	not tested.....	10
no.....	no.....	no.....	none.....	no.....	not tested.....	11
one other text-book	a little....	no.....	none.....	no.....	written tests.....	B 1
other histories.....	yes.....	no.....	none.....	no.....	reviews.....	2
no.....	no.....	a little...	none.....	no.....	occasional reviews	3
						C
yes.....	yes.....	no.....	none.....	no.....		1
no.....	no.....	no.....	none.....	no.....	written tests monthly.....	2
						3
						4
						5
no.....	no.....	no.....	none.....	no.....	written tests at end of term.....	D 1
no.....	no.....	no.....	none.....	no.....	occasional reviews	2
						3
						4
						5
						6
no.....	no.....	no.....	none.....	no.....	weekly reviews...	7
no.....	no.....	yes.....	none.....	no.....	reviews.....	8
a few.....	yes.....	yes.....	6	no.....	written reviews...	9
						E
yes.....	yes.....	yes.....	100	yes.....	written tests.....	1
one history.....	yes.....	no.....	none.....	no.....	written test twice a term.....	2
						3

TOWN.	Number in highest class in school.	Number studying United States history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
4	7	8	2	indefinite....	no.....	yes.....
5	4	0	0	not taught....	.....	.....
6	4	0	0	not taught....	.....	.....
7	5	0	0	not taught....	.....	.....
8	2	0	0	not taught....	.....	.....
F						
1	5	10	2	indefinite....	no.....	no.....
2	1	0	0	not taught....	.....	.....
3	2	0	0	not taught....	.....	.....
4	2	2	1	indefinite....	no.....	no.....
5	4	3	1 $\frac{1}{4}$	indefinite....	no.....	yes.....
6	2	2	1 $\frac{1}{2}$	indefinite....	no.....	yes.....
7	2	2	1 $\frac{1}{4}$	indefinite....	no.....	yes.....
8	8	0	2 $\frac{1}{2}$	indefinite....	no.....	yes.....
G						
1	2	2	1 $\frac{1}{4}$	indefinite....	yes.....	no.....
2	5	3	2	indefinite....	no.....	yes.....
3	4	0	0	not taught....	.....	.....
4	3	0	0	not taught....	.....	.....
5	2	0	0	not taught....	.....	.....
H						
1	4	6	2 $\frac{1}{2}$	indefinite....	no.....	no.....
2	4	1	1 $\frac{1}{4}$	indefinite....	no.....	yes.....
3	5	0	0	not taught....	.....	.....
4	2	0	0	not taught....	.....	.....
5	3	4	3	indefinite....	no.....	yes.....
6	5	2	1	indefinite....	no.....	no.....
I						
1	5	7	..	indefinite....	no.....	no.....
2	2	9	2 $\frac{1}{2}$	indefinite....	in part.....	in part.....
J						
1	..	1	$\frac{1}{2}$	three terms...	yes.....	no.....
2	1	0	0	not taught....	.....	.....
3	..	..	..	not taught....	.....	.....
4	1	0	0	not taught....	.....	.....

Have scholars access to any other books than text-books?	Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government?	Are there any books on government?	How is historical knowledge tested?	TOWN.
no.....	no.....	no.....	none.....	no.....	reviews.....	4
.....	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	8
one.....	no.....	no.....	none.....	no.....	reviews.....	F 1
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
no.....	no.....	yes.....	none.....	no.....	oral tests.....	4
no.....	no.....	no.....	none.....	no.....	oral tests.....	5
no.....	no.....	no.....	none.....	no.....	occasional review.	6
no.....	no.....	no.....	none.....	no.....	oral tests.....	7
no.....	no.....	no.....	none.....	no.....	reviews.....	8
other text-books...	yes.....	yes.....	none.....	no.....	written tests.....	C 1
other text-books...	a little...	no.....	none.....	no.....	reviews.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	5
no.....	no.....	no.....	none.....	no.....	review.....	H 1
one.....	no.....	no.....	none.....	no.....	none.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
no.....	no.....	no.....	none.....	no.....	review.....	5
other histories....	yes.....	no.....	none.....	no.....	.....	6
no.....	no.....	no.....	none.....	no.....	.....	I 1
yes.....	yes.....	yes.....	9	no.....	review.....	2
no.....	a little...	no.....	none.....	no.....	.....	J 1
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4

TOWN.	Number in highest class in school.	Number studying United States history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
K						
1	3	3	1½	indefinite....	yes	no.....
2	2	5	2½	indefinite....	yes	no.....
3	3	4	5-6	indefinite....	no.....	no.....
4	4	3	¾	indefinite....	yes	no.....
5	6	6	1½	indefinite....	yes	no.....
6	4	4	1½	indefinite....	yes	no.....
L						
1	25	136	8 1-6	sixteen terms..	yes	no.....
2	3	6	1	indefinite....	no.....	yes
3	1	6	1½	indefinite....	yes	no.....
4	3	17	5	indefinite....	in part.....	in part.....
5	1	6	2	indefinite....	no.....	yes
M						
1	12	14	1½	indefinite....	yes	no.....
2	6	6	2½	indefinite....	yes	no.....
3	6	8	4	indefinite....	no.....	no.....
4	6	6	2½	indefinite....	yes	no.....
5	3	1	1½	indefinite....	yes	no.....
6	4	0	0	not taught....	.....	.....
7	8	6	2	indefinite....	no.....	no.....
8	2	4	1½	indefinite....	no.....	no.....
9	4	0	0	not taught....	.....	.....
10	6	9	1½	indefinite....	yes	no.....
11	4	3	2	indefinite....	yes	no.....
12	3	3	2	indefinite....	no.....	no.....
N						
1	13	0	0	not taught....	.....	.....
2	5	3	1½	indefinite....	no.....	yes
O						
1	13	33	3 5-6	six terms....	in part.....	yes
2	1	2	2	indefinite....	no.....	no.....
3	6	0	0	not taught....	.....	.....
4	3	0	0	not taught....	.....	.....
5	2	2	1	indefinite..	yes	no.....

Have scholars access to any other books than text-books?	Are scholars di- rected in histori- cal reading?	Is history of Con- necticut espe- cially taught?	How many taught about govern- ment?	Are there any books on govern- ment?	How is historical knowledge tested?	TOWN.
yes.....	yes.....	yes.....	none.....	chart.....	review.....	K 1
yes.....	yes.....	no.....	none.....	no.....	written tests.....	2
yes.....	a little.....	no.....	none.....	no.....	review.....	3
yes.....	no.....	no.....	a few.....	yes.....	review.....	4
yes.....	yes.....	no.....	none.....	1	review.....	5
yes.....	yes.....	no.....	4	no.....	written tests.....	6
yes.....	yes.....	yes.....	18	a few.....	written tests.....	L 1
a few.....	no.....	no.....	none.....	no.....	none.....	2
other histories.....	yes.....	yes.....	none.....	no.....	reviews.....	3
no.....	no.....	no.....	none.....	no.....	review.....	4
no.....	no.....	no.....	1	no.....	review.....	5
yes.....	yes.....	no.....	none.....	no.....	written tests.....	M 1
yes.....	yes.....	no.....	none.....	no.....	written tests.....	2
one.....	no.....	no.....	none.....	no.....	reviews.....	3
yes.....	yes.....	yes.....	none.....	no.....	.....	4
no.....	no.....	no.....	none.....	no.....	written tests.....	5
.....	.....	.....	.....	.....	.....	6
no.....	no.....	no.....	none.....	no.....	not tested.....	7
one.....	yes.....	no.....	none.....	no.....	reviews.....	8
.....	.....	.....	.....	.....	.....	9
no.....	no.....	yes.....	none.....	no.....	written tests.....	10
a few.....	yes.....	yes.....	9	no.....	written tests.....	11
a few.....	no.....	yes.....	none.....	no.....	not tested.....	12
.....	.....	.....	.....	.....	.....	N 1
two.....	no.....	no.....	none.....	no.....	not tested.....	2
yes.....	no.....	no.....	none.....	no.....	written tests.....	O 1
one.....	no.....	no.....	none.....	no.....	written tests.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
several.....	no.....	yes.....	none.....	no.....	written tests.....	5

REPORT OF THE SECRETARY.

TOWN.	Number in highest class in school.	Number studying United States history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
6	12	0	0	not taught....	.....	.....
7	1	1	$\frac{1}{2}$	indefinite....	no.....	no.....
P						
1	28	59	$7\frac{1}{2}$	six terms....	in part.....	in part.....
2	6	6	$\frac{3}{4}$	three terms...	no.....	yes.....
3	5	5	$2\frac{1}{2}$	indefinite....	no.....	yes.....
4	4	4	$1\frac{3}{4}$	indefinite....	no.....	yes.....
5	4	3	$1\frac{1}{2}$	indefinite....	no.....	yes.....
6	6	0	0	not taught....	.....	.....
Q						
1	1	3	$1\frac{1}{2}$	indefinite....	in part.....	yes.....
2	10	3	$\frac{3}{4}$	indefinite....	yes.....	no.....
3	4	0	0	not taught....	.....	.....
4	2	0	0	not taught....	.....	.....
5	14	17	$4\frac{1}{2}$	indefinite....	yes.....	no.....
6	2	9	$1\frac{1}{2}$	indefinite....	no.....	yes.....
7	6	2	1	indefinite....	no.....	yes.....
R						
1	1	1	2	indefinite....	no.....	yes, and questions asked.
2	2	14	$1\frac{1}{2}$	indefinite....	It is read by teacher	.....
3	1	0	0	not taught....	.....	.....
4	3	0	0	not taught....	.....	.....
5	4	0	0	not taught....	.....	.....
6	5	3	$1\frac{3}{4}$	indefinite....	no.....	yes.....
S						
1	3	30	1	indefinite....	in part.....	no.....
2	4	0	0	not taught....	.....	.....
3	3	3	1	indefinite....	no.....	yes.....
4	3	0	0	not taught....	.....	.....
5	4	0	0	indefinite....	Used as a reading lesson	.....
6	7	1	$\frac{1}{2}$	indefinite....	no.....	yes.....
7	2'	3	$2\frac{1}{2}$	indefinite....	no.....	yes.....
8	8	15	$1\frac{3}{4}$	indefinite....	in part.....	in part.....
9	4	2	$1\frac{1}{2}$	indefinite....	no.....	yes.....
10	7	14	$2\frac{1}{2}$	indefinite....	yes.....	no.....

Have scholars access to any other books than text-books?	Are scholars di- rected in histori- cal reading?	Is history of Con- necticut espe- cially taught?	How many taught about govern- ment?	Are there any books on govern- ment?	How is historical knowledge tested?	TOWN.
.....	.....	.....	.....	.....	.....	6
no.....	no.....	no.....	none.....	no.....	reproduction.....	7
yes.....	yes.....	yes.....	31.....	no.....	written tests; de- bates.....	P 1
a few.....	a little....	no.....	none.....	no.....	not tested.....	2
no.....	no.....	no.....	some oral teach- ing.....	no.....	not tested.....	3
no.....	no.....	no.....	none.....	no.....	not tested.....	4
no.....	no.....	no.....	none.....	no.....	not tested.....	5
.....	.....	.....	.....	.....	.....	6
yes.....	no.....	no.....	none.....	no.....	not tested.....	Q 1
cyclopedia.....	yes.....	no.....	none.....	no.....	oral review.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
yes.....	a little....	yes.....	none.....	yes.....	written and oral tests.....	5
yes.....	a little....	no.....	general talks....	yes.....	written reviews...	6
no.....	no.....	no.....	none.....	no.....	oral reviews.....	7
no.....	no.....	no.....	none.....	no.....	not tested.....	R 1
no.....	no.....	no.....	none.....	no.....	not tested.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	5
no.....	no.....	no.....	none.....	no.....	not tested.....	6
yes.....	yes.....	no.....	some.....	no.....	oral tests.....	S 1
.....	.....	.....	.....	.....	.....	2
no.....	no.....	no.....	none.....	no.....	review questions..	3
.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	5
no.....	no.....	no.....	some.....	a chart...	reviews.....	6
yes.....	no.....	no.....	none.....	a chart...	written tests.....	7
yes.....	yes.....	no.....	some.....	yes.....	written tests.....	8
no.....	no.....	no.....	none.....	a chart...	review questions in book.....	9
no.....	no.....	no.....	none.....	no.....	not tested.....	10

REPORT OF THE SECRETARY.

TOWN.	Number in highest class in school.	Number studying United States history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
T						
1	4	0	0	not taught....	.....	.....
2	2	0	0	not taught....	.....	.....
3	2	0	0	not taught....	.....	.....
4	4	5	1½	indefinite....	no.....	yes.....
5	1	0	0	not taught....	.....	.....
6	8	0	0	one term....	no.....	yes.....
7	2	1	1	indefinite....	no.....	yes.....
8	1	2	1½	indefinite....	Used as a reading lesson	.....
9	2	2	2	indefinite....	no.....	yes.....
10	4	4	2	indefinite....	Used as a reading lesson	.....
11	2	0	0	not taught....	.....	.....
U		4th to 8th grades inclusive	Grades 4, 5, 6—5-6; Grades 7, 8—2 1-12	five years....	yes.....	no.....

Have scholars access to any other books than text-books?	Are scholars di- rected in histori- cal reading?	Is history of Con- necticut espe- cially taught?	How many taught about govern- ment?	Are there any books on govern- ment?	How is historical knowledge tested?	TOWN.
.....	.....	.....	.....	.....	.....	T
.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
one other.....	yes.....	no.....	none.....	no.....	reviews each week	4
.....	.....	.....	.....	.....	.....	5
no.....	no.....	no.....	none.....	no.....	oral review.....	6
no.....	no.....	no.....	none.....	no.....	not tested.....	7
.....	.....	.....	.....	.....	.....	8
no.....	no.....	no.....	none.....	no.....	review tables at end of book	9
.....	.....	.....	.....	.....	.....	10
.....	.....	.....	.....	.....	.....	11
yes.....	yes.....	yes.....	mostly in grades 7 and 8	yes.....	written and oral tests	U

ENUMERATION, REGISTRATION, AND ATTENDANCE.

Registration
enumeration.

The number of children connected with these schools for a longer or shorter time was as follows:

Number of children between 4 and 16 years of age in October, 1890,	47,060
Number of scholars registered in winter,	33,140
Number of scholars registered in summer,	31,980
Number registered who were over 16 years of age,	1,078
Number of different scholars in public schools,	37,448
Number of enumerated children in other schools than public schools,	5,208
Number of children between 4 and 16 years of age in no school, as shown by returns of school visitors,	8,599
Number between 8 and 14 who attended no school, as shown by enumeration returns of October, 1890,	547
Average attendance in public schools in winter,	26,482
Average attendance at public schools in summer,	25,733
Percentage of the whole number registered in the year, as compared with the whole number enumerated in October, 1890,	79.57
Percentage of children in schools of all kinds,	90.64
Percentage of those enumerated, registered in winter,	70.42
Percentage of those enumerated, registered in summer,	67.95
Average attendance in winter, as compared with number enumerated in October, 1890,	56.27
Decrease for the year,	57
Average attendance in summer, as compared with number enumerated in October, 1890,	54.68

This county is distinguished by its great increase in population.

This increase is particularly noticeable of the cities and manufacturing centers, as will appear by the following:

	Population.		Enumeration.		Money paid by State.	
	1880.	1890.	1880.	1890.	1880.	1890.
New Haven,	62,882	86,045	14,236	18,964	\$32,742.80	\$42,192.00
Meriden,	18,340	25,423	4,043	5,895	9,298.90	12,692.25
Waterbury,	20,270	33,202	4,338	8,370	9,977.40	17,457.75
Derby,*	11,650	16,311	2,994	3,926	6,886.20	8,712.00
Seymour,	2,318	3,300	556	807	1,278.80	1,750.50
Naugatuck,	4,274	6,218	935	1,304	2,150.50	2,907.00

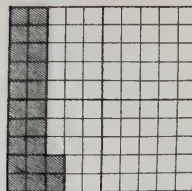
Ratio of Enumerated Children to Population.—The following graphic table gives the ratio of enumerated children

* Including Ansonia.

NEW HAVEN COUNTY.

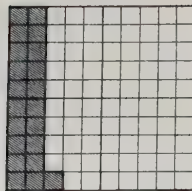
RATIO OF ENUMERATED PERSONS TO THE ENTIRE POPULATION IN 1890.

New Haven.



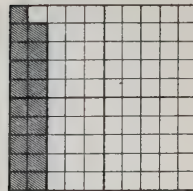
Population, 86045
Enumeration, 18964
Ratio, 22%

Ansonia.



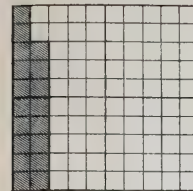
Population, 10342
Enumeration, 2171
Ratio, 21%

Beacon Falls.



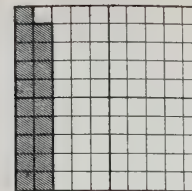
Population, 505
Enumeration, 96
Ratio, 19%

Bethany.



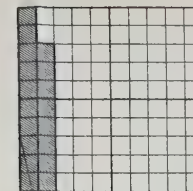
Population, 550
Enumeration, 101
Ratio, 18%

Branford.



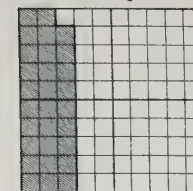
Population, 4460
Enumeration, 828
Ratio, 19%

Cheshire.



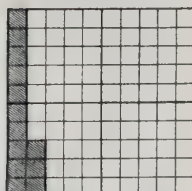
Population, 1929
Enumeration, 356
Ratio, 18%

Derby.



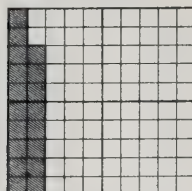
Population, 5969
Enumeration, 1755
Ratio, 29%

East Haven.



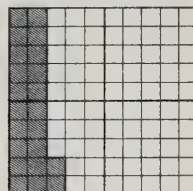
Population, 955
Enumeration, 125
Ratio, 13%

Gulfport.



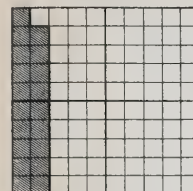
Population, 2780
Enumeration, 488
Ratio, 18%

Hamden.



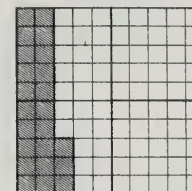
Population, 3882
Enumeration, 875
Ratio, 22%

Madison.



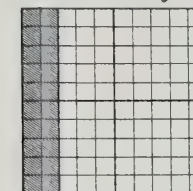
Population, 1429
Enumeration, 276
Ratio, 19%

Meriden.



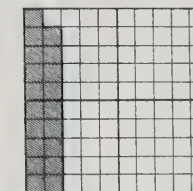
Population, 25423
Enumeration, 5895
Ratio, 23%

Middlebury.



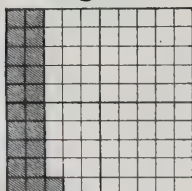
Population, 566
Enumeration, 112
Ratio, 20%

Milford.



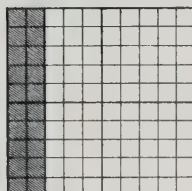
Population, 3811
Enumeration, 723
Ratio, 19%

Naugatuck.



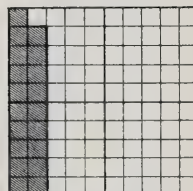
Population, 6218
Enumeration, 1304
Ratio, 21%

No. Branford.



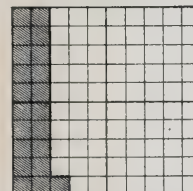
Population, 825
Enumeration, 166
Ratio, 20%

No. Haven.



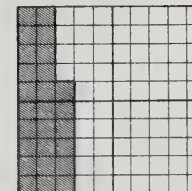
Population, 1862
Enumeration, 352
Ratio, 19%

Orange.



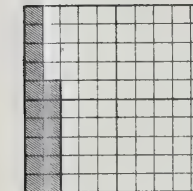
Population, 4537
Enumeration, 961
Ratio, 21%

Oxford.



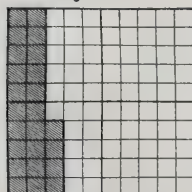
Population, 902
Enumeration, 233
Ratio, 26%

Prospect.



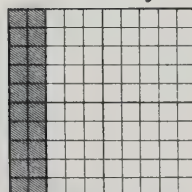
Population, 445
Enumeration, 71
Ratio, 16%

Seymour.



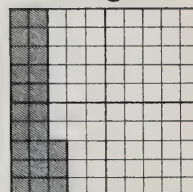
Population, 3300
Enumeration, 807
Ratio, 24%

Southbury.



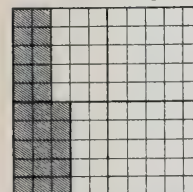
Population, 1089
Enumeration, 221
Ratio, 20%

Wallingford.



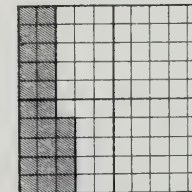
Population, 6584
Enumeration, 1519
Ratio, 23%

Waterbury.



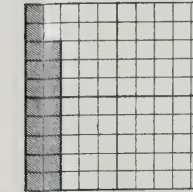
Population, 33202
Enumeration, 8370
Ratio, 25%

Wolcott.



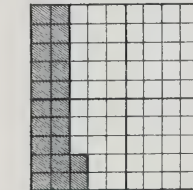
Population, 522
Enumeration, 123
Ratio, 24%

Woodbridge.



Population, 926
Enumeration, 168
Ratio, 18%

County.



Population, 209058
Enumeration, 47060
Ratio, 22%

to the entire population in the several towns of this county :

It appears that there are seven more children between 4 Enumeration. and 16 to every 100 inhabitants in Derby than in New Haven ; sixteen more in Derby than in East Haven, and thirteen more in Derby than in Prospect. These variations cannot be explained, except by under or over-enumeration. The average number of school children in every 100 is 22. In no towns are there such unusual conditions as to increase or diminish the number by six or seven in every hundred. This suggests the propriety and perhaps the necessity of uniform enumeration regulations, and a careful census by competent persons upon a day certain.

It is satisfactory to know that the increase in school attendance goes on in a ratio quite proportionate to the increase in population.

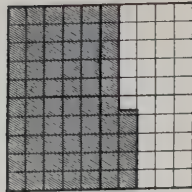
Ratio of Attendance to Enumeration.—The following table gives the ratio of attendance to enumeration in the several towns of the county.



NEW HAVEN COUNTY.

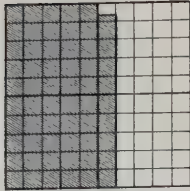
RATIO OF ATTENDANCE TO ENUMERATION.

New Haven.



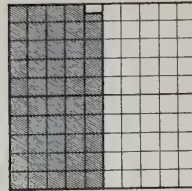
Enumeration, 18964
Attendance, 12200
Ratio, 64.3%

Ansonia.



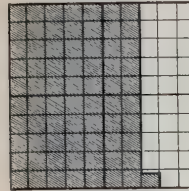
Enumeration, 2171
Attendance, 1288
Ratio, 59.3%

Beacon Falls.



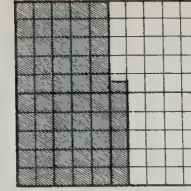
Enumeration, 96
Attendance, 48
Ratio, 49.4%

Bethany.



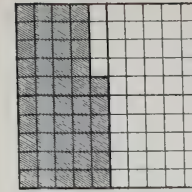
Enumeration, 101
Attendance, 77
Ratio, 70.7%

Branford.



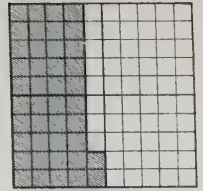
Enumeration, 828
Attendance, 461
Ratio, 55.6%

Cheshire.



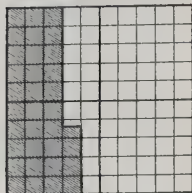
Enumeration, 356
Attendance, 164
Ratio, 46%

Derby.



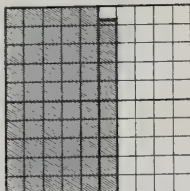
Enumeration, 1755
Attendance, 738
Ratio, 42%

East Haven.



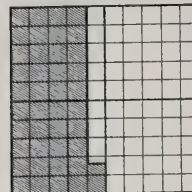
Enumeration, 125
Attendance, 42
Ratio, 33.6%

Gulfport.



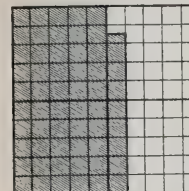
Enumeration, 488
Attendance, 289
Ratio, 59.2%

Hamden.



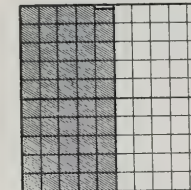
Enumeration, 875
Attendance, 364
Ratio, 41.6%

Madison.



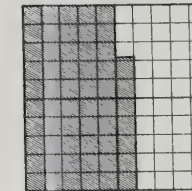
Enumeration, 276
Attendance, 162
Ratio, 58.5%

Meriden.



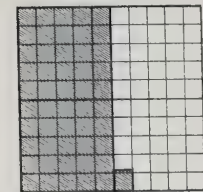
Enumeration, 5895
Attendance, 2936
Ratio, 49.8%

Middlebury.



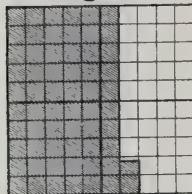
Enumeration, 112
Attendance, 64
Ratio, 57.1%

Milford.



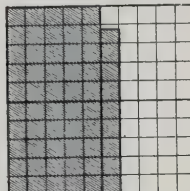
Enumeration, 723
Attendance, 370
Ratio, 51.1%

Naugatuck.



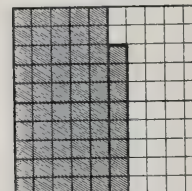
Enumeration, 1304
Attendance, 806
Ratio, 61.8%

No. Branford.



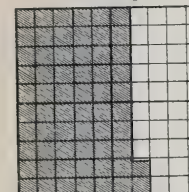
Enumeration, 166
Attendance, 98
Ratio, 58.7%

No. Haven.



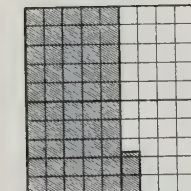
Enumeration, 352
Attendance, 204
Ratio, 57.9%

Orange.



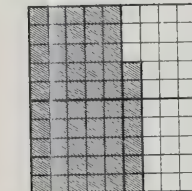
Enumeration, 961
Attendance, 594
Ratio, 61.8%

Oxford.



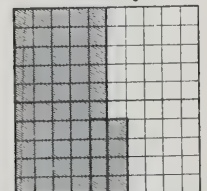
Enumeration, 233
Attendance, 122
Ratio, 52.3%

Prospect.



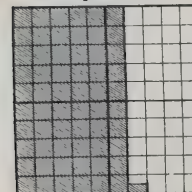
Enumeration, 71
Attendance, 41
Ratio, 57%

County.



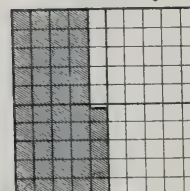
Enumeration, 47060
Attendance, 26107
Ratio, 55.4%

Seymour.



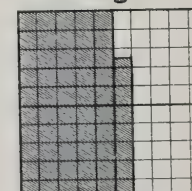
Enumeration, 807
Attendance, 489
Ratio, 60.5%

Southbury.



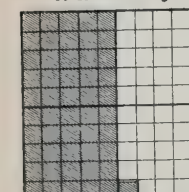
Enumeration, 221
Attendance, 99
Ratio, 44.7%

Wallingford.



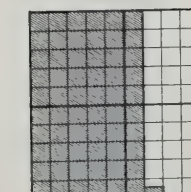
Enumeration, 1519
Attendance, 874
Ratio, 57.5%

Waterbury.



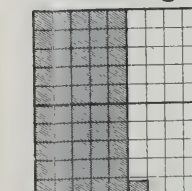
Enumeration, 8370
Attendance, 3424
Ratio, 40.9%

Wolcott.



Enumeration, 123
Attendance, 75
Ratio, 60.5%

Woodbridge.



Enumeration, 168
Attendance, 86
Ratio, 50.8%

Attendance.—The average attendance is 55 per cent. of the enumeration. This means that more than half of the children between four and sixteen years of age are in constant attendance.

Few children attend between 4 and 6, and for this reason we can deduct at least one-sixth, or $16\frac{2}{3}\%$ of the enumeration. Few attend between 14 and 15, and here we must deduct one-sixth again. Between 6 and 8 attendance is not compulsory, and we must deduct another considerable fraction. If we deduct, then, those under 8, to whom the compulsory law does not apply, and those over 13 who are drawn off to employment, and find that 64 out of every 100 enumerated are in attendance, as in New Haven, we have a close and almost unparalleled attendance. The average for the county—55 out of every 100—is satisfactory, and is the justification of our compulsory law.

The variations are noteworthy. In Bethany the attendance reaches 70 in every 100. This is due to the attendance of a few who are over 16. In Waterbury and Derby many are drawn into private schools, leaving 40 of every 100 in public schools. In Hamden there is no reasonable explanation of the small attendance.

Few escape school entirely, but there is a very great irregularity of attendance. This irregularity is due to negligence and inability. The former implies that there is no reasonable impediment to attendance, or that the impediment is within the control of the parents; the barriers set up are what the parents place within their own path, rather than due to agencies without their control.

An actual case illustrates the magnitude of this neglect.

The following table gives the attendance in one school. The record of the children, found on the register in the year 1891, is shown. All the registers for the years indicated were examined, and the record of all who were enumerated in the district and had been enrolled in the school in the year are given. The number of days actually lost by each scholar while connected with this school is given. The whole num-

ber of days lost by all the scholars during the time they were on the register is also given.

	No.	Age at last birth-day.	1887 to 1888 — 150 days.	1888 to 1889 — 150 days.	1889 to 1890 — 150 days.	1890 to 1891 — 150 days.	1891 to 1892 — 111 days.	Possible attendance in days.	Actual attendance in days.	Days lost.
Girl,	1	15	121	115	123	147	86	711	592	119
Boy,	2	11	59	26	64	99	35	711	283	428
Girl,	3	7	..	..	..	118	88	261	206	55
Boy,	4	5	..	..	..	95	68	261	163	98
Girl,	5	13	99	134	120	118	88	711	469	242
Boy,	6	8	..	115	110	138	89	561	452	109
Girl,	7	4	..	..	..	..	11	111	11	100
Boy,	8	11	86	115	87	119	80	711	487	224
Girl,	9	7	..	..	..	57	65	261	122	199
Girl,	10	15	83	28	115	51	78	711	355	356
Girl,	11	8	..	83	92	121	85	561	381	180
Girl,	12	11	75	45	99	39	59	711	317	394
Girl,	13	13	82	23	122	52	73	711	352	359
Girl,	14	16	..	..	..	..	65	111	65	46
Girl,	15	14	..	..	..	31	71	261	102	159
Girl,	16	9	..	..	..	30	89	261	119	142
Girl,	17	13	141	147	108	93	36	711	525	186
Boy,	18	11	135	142	125	137	57	711	596	115
Boy,	19	6	..	..	..	92	84	261	176	85
Boy,	20	4	..	..	..	..	..	..	..	..
Girl,	21	8	..	125	128	121	104	561	478	103
Boy,	22	13	128	100	36	85	4	711	353	358
Girl,	23	15	35	142	120	135	101	711	533	178
Total, .....	..	..	..	..	..	..	..	11,292	7,997	*4,195

* 37 per cent.

The total of 4,195 days, or more than $\frac{1}{3}$ of the time, lost by 16 scholars in less than five years, is simply astounding. A schoolhouse and a teacher have been provided, and the children have been absent. The excuse of labor on a farm cannot be pleaded, because most of the scholars are girls.

There were no exceptional obstacles to attendance. All the scholars live within half a mile of the schoolhouse,—most of them in a village a quarter of a mile from the schoolhouse. There were no unusual epidemics. The blizzard of March, 1888, occurred in this period, but the school was closed for several days and the time made up.

To some extent the purpose of parents is overruled by the waywardness of children who will neither be persuaded

nor constrained to go to school. Such cases usually resolve themselves into a wreck of home influence. The head of the family is at fault when there either is no home influence or this influence is set at naught. The moral impotence or indolence of parents is usually the cause of irregularity or truancy.

Occasionally, inability from poverty, involving lack of clothes, books, and sometimes of food prevents parents from sending children to school. Books and clothes can be, and often are, supplied by towns, and more frequently by kind friends. There are well-known cases where teachers from their own scanty means and by solicitation have comfortably clothed children.

Another fact, mentioned above and often seen, is insufficient or improper food. If the morning hour finds the little child without food, and so without blood for brain repair, can he be expected to give attention, to be interested, to be good natured? If he be supplied with nourishment the whole course of the day is changed, and from an inattentive, uninterested, peevish boy he becomes alert and intellectually active.

Indifference and negligence, unthrift and wastefulness, idleness and viciousness, selfishness manifest in the eager desire to put children to labor are the main causes assigned for neglect of schools. The failure to keep children at school is far oftener negligent than necessitous.

There are many places where children do not get more than 30 weeks schooling in the year. This is broken up into a few days now, a few weeks later on, and is never consecutive and regular. The work of teachers is greatly increased, because they must go over the same ground again and again.

The existing school accommodations are equal to the demand. Occasionally, in cities and growing villages, there is temporary lack of room, but in all towns there is a willingness to overtake the necessities of increase of population and provide schoolrooms.

These schoolrooms often contain too many children — 50

to 60 when there should be no more than 30 to 40. In all country towns there is vacant room.

Seldom is there any avowed aversion on the part of parents, either to education in general or to the kind of education which the schools proffer. The general sentiment in all our communities is not only in favor of education, but in favor of the public school as supplying that education. The excuses under which apathy and greed are hidden are numerous. They are proved to be vain by the regularity and steadiness of those who are in earnest.

Though there is a demand for young hands, it is not so vociferous and constant as it was before the passage of the labor law.

The attendance is shortened for any employment at all remunerative rather than lengthened to secure that which is in the end profitable. In proportion as school is made efficient and instruction improves, parents think the time of schooling may be contracted. It has been noticed in these reports that the strict enforcement of the labor and attendance law diminishes the average attendance.

The following carefully-compiled table shows the number between 13 and 16 (under 16 and over 12) employed in the various industries of the county.

INDUSTRIES.	Towns.	No. of children employed.	Average weekly wages.	INDUSTRIES.	Towns.	No. of children employed.	Average weekly wages.
Autotype,	Meriden,	1	....	Machine Needles,	New Haven,	1	....
Bird Cages,	New Haven,	18	3.00	Malleable Iron,	Branford,	2	\$6.00
Bolts,	New Haven,	6	4.00	Malleable Iron,	Meriden,	1—3	....
Bolts,	Hamden,	3—9	3.90	Messengers,	New Haven,	10	....
Brass Goods,	Ansonia,	13	4.00	Mohair Plush,	Seymour,	28	3.75
Brass Goods,	Seymour,	11	3.75	Paper Boxes,	Ansonia,	2	4.50
Brass Goods,	Waterbury,	141—170	4.37	Paper Boxes,	Derby,	7	4.50
Buckles,	New Haven,	17	5.00	Paper Boxes,	Meriden,	1	....
Buckles,	Orange,	6	3.50	Paper Boxes,	New Haven,	36—46	3.75
Buckles,	Waterbury,	42—65	4.50	Percussion Caps,	Wallingford,	7	6.25
Buttons,	New Haven,	11	2.55	Pianos,	Derby,	1	....
Buttons,	Waterbury,	42—53	4.50	Pianos,	Orange,	9—10	4.00
Clock Trimmings,	Ansonia,	2	....	Pins,	Seymour,	2	4.00
Clocks,	New Haven,	28	4.00	Pins, etc.,	Waterbury,	13	4.50
Clocks,	Waterbury,	24—52	4.50	Plated Ware,		11	3.75
Coach Lamps,	New Haven,	2	4.00	Printing,		2	....
Corsets,	New Haven,	50	3.75	Rings, etc.,		47	4.00
Cutlery,	Meriden,	11	5.00	Rubber Goods,	New Haven,	11	4.50
Dry Goods,	New Haven,	60	2.00	Rubber Goods,	Naugatuck,	2	....
Electric Apparatus,	Ansonia,	5	5.00	Rubber Goods,	Wallingford,	5—18	4.25
Folding Chairs,	New Haven,	2	5.00	Ruffles,	New Haven,	1	....
Hardware,		82	3.50	Silk,		2	3.00
Hardware,	Hamden,	3	3.90	Silver Plating,	Meriden,	13	5.50
Hardware,	Meriden,	10	4.60	Silver-Plated Ware,	Wallingford,	32	4.80
Hardware,	Wallingford,	4—105	3.00	Tricycles,	New Haven,	1	5.00
Hosiery,	Derby,	12	3.60	Watches,	Waterbury,	4	8.00
Hosiery,	Naugatuck,	2	5.50	Webbing,		3	4.50
Hosiery,	Waterbury,	7—21	3.75	Webbing,	Ansonia,	3—6	4.50
Iron Foundry,	New Haven,	8	3.00	Wire,		20	5.00
Lamps,	Meriden,	63	4.90	Woolen,	Meriden,	7	4.50
Locks,	Branford,	7	4.00				

The compulsory attendance law and the law relating to the employment of children under fourteen years of age have received the careful attention of the efficient State Agent, Mr. Giles Potter. The results of his effectual labors in New Haven are clearly set forth in the following interesting report :

Mr. V. G. Curtis, Superintendent New Haven City School District :

SIR, — Agreeable to your request, I herewith hand you an account of my work in seeking to promote observance of the laws of the State concerning school attendance and employment of children in New Haven during the year ending July, 1891.

During the year ending July, 1890, I made special efforts to ascertain to what extent these laws were violated by parents and by employers. The results of these investigations, and an account of my efforts to correct such violations, were communicated to your predecessor a year ago. But during the past year

no effort on my part has been made to ascertain to what extent these laws have been violated here, except to inspect the establishments where young children are liable to be employed, and to investigate such cases of absence from school as have been reported to me by yourself, the principals of the schools, and Officer Sullivan.

The following is a concise statement of what I have done and the number of children in the cases investigated found to be unlawfully absent from school, with the causes of such absence, and the number of establishments visited and number of children found employed therein.

Number of cases investigated,	129
Visits to homes of the children,	94
Found to be absent on account of disability,	14
" " " " " want of clothing,	3
" " " " " working lawfully,	16
" " " unlawfully,	87
" " employed unlawfully,	11
Visits to factories and stores,	27
Children under 13 years of age employed unlawfully,	4
Children 13 to 14 years of age employed lawfully,	17
" " " " " unlawfully,	4
Certificates held by employers, of age signed by teachers,	8
" " " " " parents,	21
" " " of school attendance,	10
Children 14 and 15 years of age employed in factories inspected,	200
Number of such children found unable to read and write,	3
Prosecution of parents for not sending children to school,	2
" " employers,	1

Those children who were absent from school on account of disability, want of clothing, and employment—those employed being fourteen or fifteen years of age, or thirteen years of age, and having attended school sixty days of the preceding twelve months—were not violating the law in not attending school. But when those cases were reported the reasons for failure to attend school were not known, or their reality was doubted.

Of those who were unlawfully absent from school, there were none, except a few who had recently come to this country, who had not somewhere attended school a short time at least. Their failures to comply with the requirements of the law here consisted either in long-continued absence from school or in irregularity in

attendance. All the children here referred to were over eight years of age.

In most of these cases there was improvement in attendance after my calls on the parents, as I was informed by the teachers and the truant officer. Some seemed to disregard the admonition. I asked for the prosecution of two parents, who were convicted of violation of the law, and paid the penalty. I reported other cases to the prosecuting attorney, who wrote to the parents warning them of the consequences if they continued to neglect to send their children to school. I also wrote a number of such letters. With one or two exceptions, they had the desired effect. Some of these cases will doubtless require further attention.

It does not appear that any employers in New Haven intend to disregard the provisions of the law. That some are very careful not to violate these provisions is evident in the fact that they do not employ any children concerning whose age there is doubt without certificate of age or certificates of school attendance. Those who do not avail themselves of these safeguards are liable to be called upon to pay the penalty for violation of the law.

It was intended to visit all the establishments in the city where young children are employed, but it is difficult to do this. Last year I found in canvassing through the schools for non-attendants that some children were unlawfully employed where I had not thought of looking for them, one or two in a place, usually one only.

The law does not affect the employment of children fourteen and fifteen years of age, though the non-attendance of such children at school, if they were not employed, would be violation of law. For this reason the State Board has directed its agents to ascertain number of such children employed in the establishments which they visit; also to ascertain how many such children cannot read and write. Special care was taken here to ascertain these facts. When there was any doubt as to a child's ability to read and write he was tested. In 200 three only were found who could not read or write. Some, however, could not read, write, nor speak the English language.

I should have been glad to give more time to this work here than I have done. The size of the district would seem to demand it, containing as it does more children than any town in the State except the town in which it is located. For other rea-

sons my services are needed less here than in many other parts of the State. Here a competent, judicious, and faithful officer is detailed to look after children who may be sent to school, but who, on account of their own inclinations and want of control on the part of their parents, do not appear in their schoolrooms. My duties relate chiefly to parents who do not send their children to school, and to their employment while under age.

EXPENSE.

Expenses. The expense of maintaining the schools was as follows :

Dividend per child from School Fund, . . . . .	.75
Income of School Fund distributed,	\$35,295.00
Amount paid for schools from State tax,	70,590.00
Income of Town Deposit Fund,	3,893.77
Income of local funds,	1,216.48
Amount raised for schools by town tax,	202,143.33
Amount raised for schools by district tax,	311,349.91
Amount of voluntary contributions for schools,	2,113.13
Amount for schools from other sources,	20,028.36
Total amount received for public schools from all sources,	646,629.98
Amount expended for teachers' wages,	421,906.25
Amount expended for fuel and incidentals,	53,258.95
Amount expended for repairs of school buildings,	22,409.49
Amount expended for libraries and apparatus,	4,706.45
Amount expended for new schoolhouses,	91,480.03
Amount expended for other school purposes,	83,247.22
Total amount expended for public schools,	677,008.39
School district indebtedness of the county,	639,687.94
Cost of superintendence of schools,	8,788.03
Number of districts that raised a tax during the year,	18

Receipts. The following is a summary of receipts for the year ending July 14, 1891 :

From permanent investments —

School Fund,	\$35,295.00
Town Deposit Fund,	3,893.77
Local Funds,	1,216.48
	\$40,405.25

From Taxation —			
Town Tax,	\$202,143.33		
District Tax,	311,349.91		
State Tax,	70,590.00	584.08	3.24
From Voluntary Contributions,	2,113.13		
Other sources (tuitions, etc.),	20,028.36	22,141.49	
Total,		\$646,629.98	

We find that 22 out of every 100 of the population are of school age. The proportion varies greatly in different towns, as will appear by the tables on pages *401—*402. The more children in any given number of the population, the fewer are the taxpayers and the higher the rate of taxation.

The following table will show the amount of taxable property as compared with the population :

TOWNS.	Amount of taxable property for each inhabitant.	TOWNS.	Amount of taxable property for each inhabitant.
New Haven,.....	\$589	North Branford,.....	571
Ansonia,.....	278	North Haven,.....	394
Beacon Falls,.....	381	Orange,.....	571
Bethany,.....	508	Oxford,.....	357
Branford,.....	376	Prospect,.....	347
Cheshire,.....	558	Seymour,.....	369
Derby,.....	301	Southbury,.....	565
East Haven,.....	647	Wallingford,.....	381
Guilford,.....	489	Waterbury,.....	312
Hamden,.....	441	Wolcott,.....	428
Madison,.....	494	Woodbridge,.....	433
Meriden,.....	430		
Middlebury,.....	444		
Milford,.....	330	26 Towns.	464 Av.
Naugatuck,.....	322		

The following table gives the rate of taxation for public schools in mills and 10ths. See graphic table, pp. 27-28.

NEW HAVEN COUNTY.

TOWNS.	Per cent. etc.*	Per cent. etc.†	TOWNS.	Per cent. etc.*	Per cent. etc.†
New Haven City,			Naugatuck,	7.4	5.0
“ Westville,			North Branford, ..	2.9	2.8
“ South,			North Haven,	4.2	3.4
“ complete,	5.1	1.3	Orange,	5.8	3.2
Ansonia,	8.3	2.4	Oxford,	4.5	3.9
Beacon Falls,	3.1	2.3	Prospect,	8.5	8.5
Bethany,	3.4	3.4	Seymour,	4.9	4.8
Branford,	4.1	4.1	Southbury,	2.5	2.4
Cheshire,	3.0	3.0	Wallingford,	7.9	3.4
Derby,	9.3	2.7	Waterbury,		
East Haven, .....	.9	.9	“ Centre,		
Guilford,	3.6	3.4	“ complete,	7.6	0.2
Hamden,	2.0	2.0	Wolcott,	1.6	1.6
Madison,	4.1	3.6	Woodbridge,	3.8	3.6
Meriden,	5.2	4.2			
Middlebury,	3.2	3.0			
Milford,	3.6	3.6	26 Towns.	5.5	2.0

* Of taxable property appropriated for Public Schools, in mills and 10ths.

† Of taxable property appropriated for Public Schools by town tax, in mills and 10ths.

There is year by year a dense mass of new children, for whom schools must be provided. The problem of overtaking and keeping pace with the educational wants of these towns has been met by high taxation, or by borrowing. Schoolhouses and appliances—necessities which cannot be averted—have been provided. The task is unending, and the good result not immediately apparent. It is a serious discouragement in public school effort, that the criticism of the present is ready and sure, while the resulting and ultimate benefit is long delayed and seldom recognized.

ADMINISTRATION.

The following report, made by a school visitor of one of the towns of this county, exhibits better than tabulated re-

turns, not only the difficulties, but the weaknesses of administration :

As chairman of your Board of Education, it seems proper that I should report to you the condition of your schools. This I shall do very briefly, calling your attention to facts, some of which are patent to all who go about the town with their eyes open, and some of which are not well and generally known.

Every one who pays any taxes at all pays for the support of schools, and therefore every one should be interested in them. More particularly should parents be interested who have children to be educated. But there is evidently a lack of interest. This is seen in the fact that the annual district meetings are not well attended. Two districts last year failed to elect officers, because no one responded to the call for the annual meetings, and the Board of Education had difficulty in finding any one in either of them who was willing to act as a committee. This lack of interest is also seen in the fact that parents do not visit the schools as they should.

Most of your schoolhouses are cheerless, comfortless, and well calculated to give germs of disease to those who are obliged to stay in them six hours every day.

The agents of the State board have declared them to be unfit for use, and, if your Board of Education should do their duty and strictly comply with the requirements of the law, these buildings would be condemned, and you would be obliged to repair or rebuild them, or lose the money which you now receive from the State. Only two other towns in Connecticut have as many poor schoolhouses as does this town.

The average daily attendance of the 232 scholars registered in the eleven schools during the past year was a fraction over 112. The greatest average attendance was in the — District, which was 16. The least was in the — District, and in the — District, which was a fraction over 5 in the former, and a fraction over 6 in the latter. The report of the Secretary of the State Board for the year 1887-88 shows that the percentage of attendance in this town last year was less than it was then in any other town in the county with one exception. In that year only fifteen other towns in the State had so small a rate of attendance. Just here I wish to correct a wrong impression that some have as to whose duty it is to see that children attend school. It is commonly supposed that this duty is incumbent upon the Board of Education. But the law says that it belongs exclusively to the selectmen.

In two of the districts the amount paid for schooling in average attendance was \$33. The amount paid in average attendance in all the schools in the State for the year 1887-1888 was \$20.82. The average amount of wages paid to the teachers in this town is less than that paid by any other town in the county. There is, in fact, no other town in the State that hires so many teachers to

teach so few children at so small an expenditure of money. The average wages per month paid to the teachers in this town last year was \$23.46. The average wages paid to the female teachers in all the schools in the State is \$38. If each of the teachers should receive as much as each teacher receives in most places, this town would have the most expensive common schools in Connecticut.

Now, you will say that you are paying more than you should pay for the support of your schools; but you are paying for too many teachers, necessitated by your having too many school districts and too many schoolhouses. There are only three other towns in the State that maintain so many districts and schools as you have with as small a number of children. All your schools at present have to do without useful apparatus, such as globes, counting frames, charts, outline maps, and books of reference. These are as necessary to the modern methods of teaching as iron plows are necessary to the modern ways of farming. All these things could be supplied, better teachers could be employed, and yet your taxes would be less, if the number of your districts and schoolhouses could be diminished. And I venture to say that a possible change of some of the district lines, and a consequent removal of the buildings from the sites they now occupy, have given your Board of Education a good and sufficient reason for not doing their duty by condemning most of your schoolrooms. The time is not far distant when most of your districts, as now constituted, will be put to a burdensome expense either in repairing or rebuilding their houses. And the question arises, Is it best that they should remain as they now are? This question should be looked at in the light of the facts I have endeavored to present to you. Each district's ability and needs should be considered. Individual advantages which may be lost or gained by a change of district lines should not be regarded. This question should be met and settled with a purpose to improve the condition of your school buildings and schools, with a purpose to lessen the burden of taxation, and with a view to the greatest good of the greatest number of children in the different parts of your town.

SCHOOLHOUSES AND LIBRARIES.

The schools are housed and equipped as follows:

Number of schoolhouses in the county,	262
Number in poor condition,	23
Number built in the year,	5
Cost of the new schoolhouses,	\$66,776.00
Estimated value of sites and buildings,	\$2,099,785.00
Number of sittings,	35,024
Number of schools having libraries,	65
Number of books in the school libraries,	25,615
Number of districts drawing library money in the year,	52
Amount of library money paid to districts,	\$1,760.00

Libraries.—The following table shows the amount drawn from the State Treasury by the district of this county since 1856, the year when the law relating to libraries went into operation :

New Haven, City,...	\$13,125	Un- ted in 1871.	Hamden, No 1,.....	\$30
Fair Haven,.....	190		2,.....	25
East Haven,.....	110		3,.....	25
Westville,.....	295		4,.....	35
" Complete,.....	— \$13,720		5,.....	40
Ansonia,.....	1,470		6,.....	30
Beacon Falls, No. 1,.....	25		7,.....	35
No. 2,.....			8,.....	90
No. 3,.....	10		9,.....	60
Complete,.....	— 35		10,.....	65
Bethany, No. 1,.....	20		11,.....	70
2,.....	30		12,.....	35
3,.....	25		13,.....	25
4,.....	25		" Complete,.....	— \$565
5,.....	20		Madison, No. 1, South Centre, ..	10
" Complete,.....	— 120		2, Hammonasset, ..	15
Branford,.....	710		3, Woods,.....	75
Cheshire, No. 1,.....	75		4, Neck,.....	100
2,.....	30		5, Union,.....	15
3,.....	35		6, Liberty St ,...	
4,.....	25		7, North West,...	20
5,.....	35		8, Boston St.,...	30
6,.....	25		9, East River,...	80
7,.....	15		10, N. Madison, N.	
8,.....	30		Centre, ..	10
9,.....	25		11, " Rockl'd, ..	10
10,.....	30		12, " Sum. Hill, ..	10
11,.....	35		13, " W. Side, ..	
12,.....	40		14, " High Sch., ..	30
" Complete,.....	— 400		" Complete,.....	— 405
Derby, Up Town, No. 1,.....	180		Meriden, Hanover,.....	80
Narrows, No. 2,.....	260		North West,.....	10
North West, No. 3,....	40		West,.....	240
Birmingham, No. 6, ..	610		Old Road,.....	195
" Complete,.....	— 1,090		Railroad,.....	205
East Haven, Union,.....	85		Corner,.....	475
Foxon,.....	35		Prattville,.....	275
" Complete,.....	— 120		Centre,.....	320
Guilford, Union,.....	150		North East,.....	10
Clapboard Hill,.....	15		East,.....	30
Moose Hill,.....	10		South East,.....	25
Nut Plains, North,...			Farms,.....	15
" South,...	10		High School,.....	110
Leete's Island,.....	20		" Complete,.....	— 1,990
Sachem's Head,....			Middlebury, No. 1,.....	10
No. Guilford, South,..	15		2,.....	10
" Centre, ..	10		3,.....	20
" North,...	15		4,.....	25
" Bluff,...			5,.....	
Guilford Complete,...	— 245		6,.....	10
			" Complete,.....	— 75

Milford,.....	\$430	Prospect,...	\$50
Naugatuck, Union Centre,....	\$335	Seymour,.....	575
Middle,.....	15		
Millville,.....	30		
Union City,.....	140	Southbury, No. 1,.....	\$10
Hill,.....	20	2,.....	10
Straitsville,.....		3,.....	15
" Complete,.....	540	4,.....	
North Branford, No. 1,.....	25	5,.....	20
2,.....	30	6,.....	10
3,.....	10	7,.....	
4,.....	25	8,.....	
5,.....	20	9,.....	
6,.....	15	" Complete,.....	65
7,.....			
" " Complete,.....	125	Wallingford, No. 1,.....	15
North Haven, No. 1,.....	45	2,.....	30
2,.....	110	3,.....	125
3,.....	50	4,.....	10
4,.....	60	5 and 6,....	470
5,.....	25	7,.....	10
6,.....	110	8,.....	20
7,.....	35	9,.....	10
8,.....	65	10,.....	15
" " Complete,.....	500	" Complete,.....	705
Orange, No. 1,.....	10	Waterbury, Centre,.....	3,840
2,.....	10	Town Plot,.....	35
3,.....	10	Hopeville,.....	95
4,.....	10	Buck's Hill,.....	10
Tyler City,.....	15	Bunker Hill,....	20
Northern,.....	25	Saw Mill Plains,...	60
Union,....	225	East Mountain,...	20
Western,.....	20	Waterville,.....	25
High School,.....	45	East Farms,.....	65
" Complete,.....	370	Oronoque,.....	20
Oxford, No. 1,.....	25	" Complete,.....	4,190
2,.....	30	Wolcott,.....	140
3,.....	20		
4,.....	15	Woodbridge, North,.....	120
5,.....	15	North West,.....	115
6,.....	10	Middle,.....	115
7,.....	10	South,.....	120
8,.....	10	South West,.....	120
9,.....	10	North East,.....	85
10,.....	10	" Complete,.....	675
11,.....	15		
12,.....	15		
" Complete,.....	185		\$29,495

Furniture.—The furniture in most of the schools is faulty. The seats and desks are not proportioned to the heights and adjustable to the growth of pupils. Seats are not adapted to the form of the body, and the tendency is to take some distorted position in studying. There is, however, a gradual and satisfactory improvement in school

furniture. Very few schoolhouses now contain the old-fashioned planks, and few have seats around the outside of the rooms.

Heating and Ventilation.—The inquiry shows that in most schoolhouses there is entire want of any proper ventilation. In warm weather the air from outside is readily obtained by opening windows and doors. When fires are in operation, the conditions of study are not supplied, and all the conditions of health are egregiously set at naught. There ought always be some means for supplying pure air to schoolrooms, and in winter this air ought to be warm.

CHARLES D. HINE.

STATISTICAL TABLES.

The following tables are compiled from the returns which the law requires School Visitors to make to the Board of Education.

By way of explanation it may be said : —

1. The Grand List of each town is taken from the Comptroller's report to the General Assembly, January, 1891.

2. The per cent. of taxable property appropriated for public schools is based upon the total amount received for school purposes diminished by the amounts received from school fund, etc., town deposit fund, and local funds.

3. The amount paid for each enumerated scholar is found by dividing the total amount expended, less amount paid for new buildings, by number enumerated.

4. As has been the custom for a number of years past, the number "registered in Winter" is found by combining the number returned for Fall *and* Winter terms, taking the highest number found in either.

5. The "average attendance in Winter" is found in the same manner.

6. The number between 8 and 14 in no school indicates the number which escaped the operation of the compulsory law in the year ending October 1, 1890.

7. The "per cent. who have attended some part of the year" compares the "different scholars" with the "enumeration." The large per cents. attained by some small towns are explained by the attendance of scholars not enumerated.

8. *Regularity of attendance* and efficiency in this direction are indicated by the "per cent. of attendance on basis of registration."

9. The "per cent. of attendance on basis of enumeration" is found by dividing the average attendance for the year by the enumeration.

10. The number who "attended Normal School" is not complete.

11. By "schools" is intended the number of public schools in each town; and

12. By "departments" the number of departments in the public schools, counting each room of a graded school as one department.

13. The Public Libraries mentioned are not all free libraries.

14. The indebtedness incurred on account of schools is probably much larger than the amount reported. In towns where the districts have been consolidated and in some other towns it is made a part of the general indebtedness of the town and is not separately reported to this office.

15. Interest upon school district indebtedness, and expenditures of money for rent of school buildings, are included in the sums used in computing the cost per scholar upon basis of enumeration and also upon basis of average attendance.

STATISTICAL TABLES.

HARTFORD COUNTY.

RECEIPTS.

TOWNS.	Grand List.	School Fund, etc	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Districts Taxing.
Hartford,.....	\$47,355.939	\$23,566 50	\$1,408 88	\$.....	\$76,492 87	\$100,057 55	\$160 00	\$19,911 91	\$221,597 71	8
Avon,.....	447,917	582 75	172 20	113 96	1,203 09	.....	31 31	.....	2,103 31	1
Berlin,.....	1,047,193	1,140 75	147 10	476 80	2,808 05	1,052 54	.....	41 20	5,667 04	..
Bloomfield,.....	737,593	542 25*	80 76	.....	1,596 09	.....	.....	25 00	2,245 00	..
Bristol,.....	3,054,037	3,586 50	226 18	106 09	46,989 59	4,436 48	74 05	704 20	56,123 09	3
Burlington,.....	343,109	648 00	181 31	75 80	1,458 00	134 80	.....	20 00	2,517 91	1
Canton,.....	1,155,403	1,280 25	147 60	.....	3,957 05	2,376 08	25 00	583 25	8,370 13	1
East Granby,.....	404,517	272 25	62 51	.....	913 88	.....	85 15	.....	1,333 79	..
East Hartford,.....	1,756,737	2,403 75	287 00	.....	5,880 09	1,653 96	.....	471 19	10,764 99	1
East Windsor,.....	1,614,224	1,660 50	559 69	62 51	3,933 83	1,749 89	3 00	16 50	7,922 92	1
Enfield,.....	2,645,151	3,699 00	274 23	20 00	7,543 99	4,882 25	.....	351 77	16,771 24	3
Farmington,.....	1,621,275	1,577 25	244 12	717 65	6,827 25	2,226 00	.....	320 00	11,912 27	2
Glastonbury,.....	1,664,431	1,500 75	247 41	.....	4,106 02	.....	.....	10 00	5,864 78	..
Granby,.....	400,935	600 75	290 12	.....	1,499 40	.....	69 25	.....	2,405 52	..
Hardland,.....	208,959	229 50	.....	.....	952 25	.....	.....	.....	1,181 75	..
Manchester,.....	3,218,248	4,207 50	250 48	.....	11,504 59	.....	3,008 05	123 89	19,094 51	..
Marlborough,.....	119,746	252 00	168 48	75 00	361 52	.....	.....	2 20	799 20	..
New Britain,.....	7,331,719	9,198 00	369 38	.....	31,708 58	.....	.....	904 25	42,180 21	..
Newington,.....	520,699	441 00	67 33	.....	948 78	.....	.....	9 72	1,466 83	..
Plainville,.....	625,194	895 50	.....	.....	4,968 31	.....	.....	.....	5,863 81	..
Rocky Hill,.....	364,165	483 75	177 19	.....	734 59	249 11	.....	18 75	1,603 30	1
Simsbury,.....	1,028,200	884 25	142 98	26 15	2,660 41	.....	96 00	12 00	4,121 79	..
Southington,.....	2,173,915	2,832 75	200 31	655 37	11,052 36	3,871 68	10 00	73 10	18,695 57	..
South Windsor,.....	1,241,06	821 25	243 55	.....	3,857 54	.....	8 50	5 00	4,935 84	..
Suffield,.....	1,824,252	1,428 75	437 09	.....	4,833 33	170 03	.....	40 74	6,910 54	1
West Hartford,.....	2,575,115	913 50	99 60	25 50	6,861 29	.....	.....	67 25	7,487 14	..
Wethersfield,.....	1,182,405	863 25	107 31	857 56	1,817 73	.....	.....	190 68	3,776 83	..
Windsor,.....	1,376,600	1,298 25	199 90	200 00	4,781 37	1,812 71	2 00	115 48	8,409 71	2
Windsor Locks,.....	733,045	1,408 50	155 32	.....	2,130 73	.....	.....	.....	3,664 55	..
29 Towns.	\$87,715,289	\$69,165 00	\$6,894 63	\$3,412 39	\$254,214 49	\$124,664 08	\$3,572 31	\$24,018 38	\$485,941 28	23

* Not drawn.

HARTFORD COUNTY.

EXPENSES.

TOWNS.

Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.	Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
Hartford,.....	\$137,583 72	\$15,710 82	\$16,123 92	\$73,102 37	\$8,876 67	\$254,413 33	\$1,000 00	\$490,339 03	4.15	1.61	\$1 09	\$8 71
Avon,.....	1,863 19	141 80	38 80	.....	61 32	2,195 20	50 00	.....	2.75	2 68	8 12	15 82
Berlin,.....	3,968 50	545 42	1,244 29	.....	65 00	5,825 66	65 00	.....	3.72	2 68	11 49	21 85
Bloomfield,.....	1,944 50	213 08	16 00	.....	63 15	2,237 73	50 00	.....	2 19	2 16	9 28	20 66
Bristol,.....	17,336 52	1,120 88	959 56	30,675 10	4,093 81	54,584 54	700 00	47,763 45	17 09	15 38	14 99	23 99
Burlington,.....	2,200 08	163 02	.....	.....	83 84	2,449 94	68 50	125 75	4.70	4 24	8 49	17 11
Canton,.....	6,159 48	935 46	217 80	5,000 00	104 00	12,450 74	104 00	5,000 00	6 00	3 42	13 10	16 38
East Granby,.....	1,190 44	107 25	.....	.....	36 00	1,333 69	36 00	.....	2.15	1 96	11 02	19 03
East Hartford,.....	7,358 33	1,171 51	811 80	7,250 00	524 93	17,066 57	160 00	7,570 00	4 56	3 35	8 09	16 29
East Windsor,.....	6,125 88	377 23	100 55	.....	575 25	7,178 66	118 00	.....	5.21	3 60	10 05	18 24
Enfield,.....	10,615 63	1,654 42	4,943 19	.....	653 23	18,061 49	364 00	.....	1.83	2 85	10 68	25 09
Farmington,.....	8,328 02	1,339 68	495 70	.....	1,869 38	12,691 56	199 00	2,700 00	5 78	4 31	17 44	26 44
Glastonbury,.....	5,262 70	504 93	.....	.....	192 62	5,965 25	175 00	74 47	3 86	3 85	8 89	10 88
Granby,.....	2,214 33	148 94	150 00	.....	77 25	2,590 52	71 00	125 00	3 91	3 74	9 70	17 85
Hartland,.....	1,062 36	68 80	.....	.....	40 00	1,171 25	40 00	.....	4 55	4 55	11 48	27 88
Manchester,.....	13,117 47	2,519 55	1,742 12	200 00	1,530 27	19,100 41	335 10	380 00	4 54	3 57	10 21	18 42
Marlborough,.....	727 00	44 70	3 50	.....	24 00	799 20	22 00	.....	3 03	3 02	7 13	12 89
New Britain,.....	23,847 96	1,557 44	885 65	8,000 00	7,603 17	42,180 21	600 00	.....	4 44	4 32	8 30	10 84
Newington,.....	1,259 90	175 11	9 72	.....	24 00	1,468 73	24 00	.....	1.84	1 82	7 30	10 84
Plainville,.....	3,800 00	178 72	40 00	.....	1,785 09	5,863 81	70 00	.....	7 94	7 94	14 73	21 13
Rocky Hill,.....	1,223 68	117 91	263 35	.....	46 00	1,650 94	30 00	67 81	2 75	2 01	7 67	15 38
Simsbury,.....	3,699 36	286 43	23 00	.....	113 00	4,121 79	83 00	.....	2 98	2 87	10 48	20 00
Southington,.....	12,875 32	1,837 39	1,408 38	.....	697 01	17,037 10	289 00	3,726 00	6 90	5 08	13 53	10 87
South Windsor,.....	4,417 70	392 92	44 72	16 00	123 10	4,994 44	123 10	606 95	3 11	3 09	13 68	23 40
Suifield,.....	5,593 33	1,122 80	494 00	.....	250 93	7,327 15	214 17	13,060 00	2 75	2 64	11 61	20 09
West Hartford,.....	5,440 00	386 47	801 80	105 00	663 87	7,327 15	200 00	.....	2 50	2 47	18 44	27 37
Wethersfield,.....	2,076 00	348 44	284 84	11 86	165 69	3,786 83	50 00	851 37	1 69	1 53	10 60	18 79
Windsor,.....	5,786 00	710 66	516 38	60 00	548 00	7,660 00	100 00	6,035 00	4 87	3 47	13 20	21 99
Windsor Locks,.....	3,193 23	501 32	.....	.....	.....	3,694 55	30 00	20,000 00	2 90	2 90	5 00	20 58
29 Towns,.....	\$301,121 53	\$31,381 87	\$31,499 17	\$5,690 48	\$124,027 47	\$554,616 93	\$5,280 87	\$610,625 73	4 63	2 89	\$14 00	\$26 30

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

NEW HAVEN COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.
New Haven City, .....	.....	\$41,672 25	\$1,189 98	.....	\$68,462 78	\$177,374 51	\$750 00	\$8,801 52	\$298,251 04
Westville, .....	.....	814 50	23 26	.....	1,040 05	5,543 54	.....	.....	7,421 95
" South, .....	.....	182 25	4 20	.....	155 76	179 00	.....	.....	521 21
" complete, .....	.....	42,669 00	1,217 44	.....	69,659 19	181,007 05	750 00	8,801 52	306,194 20
Ansonia,	\$50,739 536	4,884 75	.....	.....	6,993 84	10,029 03	.....	983 85	28,803 47
Beacon Falls,	28,779 478	216 00	93 86	.....	451 80	147 78	.....	1 00	910 44
Bethany,	102,655	227 25	88 57	.....	950 48	.....	.....	.....	1,275 30
Branford,	279,637	1,863 00*	159 23	\$36 00	6,941 77	.....	.....	.....	9,000 00
Cheshire,	1,677,213	801 00	.....	.....	3,268 40	.....	.....	50 00	4,119 10
Derby,	1,677,638	3,948 75	.....	.....	4,960 70	8,203 85	.....	3,701 20	20,814 50
East Haven,	1,708,727	281 25	47 03	.....	608 31	.....	.....	255 00	936 59
Guilford,	618,609	1,098 00	.....	666 69	4,703 59	.....	5 00	.....	6,668 28
Hamden,	1,359,959	1,908 75	.....	.....	3,562 38	.....	.....	.....	5,531 13
Madison,	1,712,211	621 00	264 07	.....	2,560 49	319 79	.....	81 27	3,846 62
Middletown,	700,521	13,203 75	251 17	.....	46,007 07	6,896 60	760 35	3,709 04	70,888 58
Middlebury,	10,949,910	252 00*	126 00	.....	777 47	.....	35 50	.....	1,190 97
Milford,	251,498	1,626 75	8 46	.....	4,642 86	.....	.....	.....	6,278 07
Naugatuck,	1,259,898	2,934 00	21 90	.....	10,143 84	4,241 08	.....	472 61	17,813 43
North Branford,	471,315	373 50	84 14	20 58	1,328 06	.....	.....	55 00	1,861 88
North Haven,	2,004,578	792 00	197 53	37 59	2,521 00	340 77	81 73	154 21	4,134 64
Orange,	2,593,108	2,162 25	7 43	.....	8,471 06	6,668 95	.....	68 25	17,380 94
Oxford,	322,496	534 25	225 54	22 93	1,271 87	.....	100 80	94 00	2,422 90
Prospect,	154,621	159 75	98 83	.....	1,322 07	.....	.....	.....	1,581 25
Seymour,	1,220,678	1,815 75	109 56	.....	5,861 40	.....	.....	140 00	7,926 71
Southbury,	616,284	497 25	119 97	.....	5,540 05	4 24	50	.....	2,102 01
Wallington,	2,514,120	3,417 75*	372 61	.....	10,787 59	10,787 59	290 00	78 93	23,667 46
Waterbury, .....	.....	1,858 50	145 08	81 60	8,720 58	2,370 31	59 25	90 38	7,604 54
" Center, .....	.....	16,974 00	.....	.....	2,999 42	72,233 87	.....	1,261 50	90,469 37
" complete, .....	.....	18,832 50	145 08	81 60	2,999 42	74,604 18	59 25	1,351 88	98,073 91
Wolcott,	10,368,393	276 75	129 90	411 18	372 44	.....	.....	.....	1,190 27
Woodbridge,	223,905	378 00	125 45	.....	1,483 79	.....	30 00	30 00	2,047 24
26 Towns.	\$97,121,067	\$105,885 00	\$3,893 77	\$1,216 48	\$202,143 33	\$311,349 91	\$2,113 13	\$20,028 36	\$646,629 98

* Not drawn.

EXPENSES.

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NEW HAVEN COUNTY.

EXPENSES.

TOWNS.	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries & Apparatus.	New Buildings.	Other Objects.	Total.	Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each average attendance.
New Haven City,...	\$109,064 00	\$28,886 20	\$9,203 60	\$2,244 29	\$14,750 63	\$14,513 03	\$208,661 84	\$3,000 00	\$245,066 25	....	....	\$15 32	\$33 75
" Westville,...	4,286 12	228 93	133 38	.....	.....	5,792 58	10,405 01	100 00	5,000 00	....	....	28 74	47 20
" South,...	360 00	82 71	78 50	.....	.....	.....	521 21	.....	.....	....	....	6 43	17 08
" complete,	203,794 12	20,107 93	9,415 48	2,244 29	14,750 63	50,275 61	309,588 06	3,100 00	259,066 25	5.16	1.37	15 54	24 16
Ansonia,...	18,477 50	3,514 73	1,227 85	246 00	14,107 21	1,952 40	30,285 78	114 00	6,900 00	8.33	2.42	11 57	10 40
Beacon Falls,...	661 26	69 21	36 85	.....	.....	82 10	849 36	31 25	.....	3.11	2.34	8 84	17 88
Bethany,...	1,147 49	87 56	.....	.....	.....	30 25	1,265 30	30 25	.....	3.43	3.43	12 52	17 69
Brantford,...	6,240 40	936 05	436 49	98 50	.....	1,246 83	8,698 27	99 00	.....	4.13	4.13	10 81	14 48
Cheshire,...	3,513 64	303 40	.....	100 00	.....	172 00	4,419 10	100 00	.....	3.07	3.03	11 57	25 14
Derby,...	12,187 50	682 20	721 58	128 51	.....	3,033 54	17,353 33	131 00	9,699 50	9.37	2.75	9 88	28 49
East Haven,...	811 86	106 23	.....	.....	.....	18 50	936 59	18 50	.....	.98	.95	7 49	22 29
Guilford,...	6,112 97	199 69	74 09	20 00	.....	323 18	6,720 93	100 00	52 87	3.64	3.45	13 77	23 25
Hamden,...	4,763 40	569 73	.....	.....	.....	207 00	5,531 13	207 00	.....	2.68	2.68	7 49	23 25
Madison,...	3,000 00	373 23	317 43	38 47	.....	61 50	3,790 63	61 50	1,100 00	4.19	3.62	13 73	23 47
Meriden,...	48,733 38	5,604 21	1,452 53	750 35	.....	14,348 11	70,888 58	1,000 00	97,617 52	5.24	4.20	12 02	24 14
Middlebury,...	1,958 85	67 57	35 95	.....	.....	24 00	1,186 37	24 00	.....	3.23	3.09	10 59	18 53
Milford,...	4,384 00	597 86	918 96	70 00	.....	307 25	6,278 07	437 50	32,000 00	7.41	5.06	12 83	20 75
Naugatuck,...	1,939 51	1,211 63	574 25	102 00	9,521 12	2,094 21	26,252 62	37 59	.....	2.03	2.81	10 60	18 50
North Branford,...	1,022 23	133 99	16 56	.....	.....	37 50	1,810 19	37 59	.....	4.22	4.22	15 13	26 12
North Haven,...	3,034 99	349 50	1,494 96	134 59	.....	318 08	5,329 09	77 38	3,224 20	2.32	3.43	14 53	23 59
Orange,...	8,338 21	2,157 15	1,230 22	35 00	3,782 12	2,203 67	17,740 37	122 00	38,000 00	5.86	3.26	14 53	23 59
Oxford,...	1,935 55	101 14	133 80	.....	.....	70 75	2,241 24	70 75	.....	4.55	3.95	9 61	18 37
Prospect,...	839 50	43 40	50 00	.....	555 65	150 00	1,581 25	150 00	525 00	8.55	4.80	14 58	23 32
Seymour,...	6,052 51	1,084 20	.....	40 00	.....	72 80	7,926 71	150 00	35,000 00	2.50	2.49	9 62	16 21
Southbury,...	1,870 52	194 50	.....	.....	.....	21,377 82	22,439 98	72 80	.....	2.50	2.49	9 62	21 50
Southbury,...	14,519 37	1,453 04	1,339 23	109 55	554 32	4,404 47	22,439 98	155 00	48,921 03	7.90	3.40	14 42	25 07
Waterbury,...	4,535 00	568 14	200 27	19 90	919 72	489 48	6,732 51	328 00	2,233 00	.....	.....	7 03	10 90
" Centre,...	48,856 15	3,466 59	2,730 24	509 38	47,259 26	.....	102,841 62	2,250 00	114,345 97	.....	.....	7 36	18 03
" complete,	53,391 15	4,034 73	2,930 51	529 28	48,178 98	489 48	109,554 13	2,578 00	116,580 97	7.62	0.28	7 33	17 02
Wolcott,...	1,080 00	82 50	2 75	.....	.....	25 00	1,190 25	25 00	.....	1.66	1.66	9 67	15 97
Woodbridge,...	1,826 40	124 84	.....	60 00	.....	36 00	2,047 24	36 00	.....	3.84	3.69	12 18	23 94
26 Towns.	\$421,906 23	\$53,258 95	\$22,409 49	\$4,706 45	\$91,480 03	\$83,247 22	\$677,008 39	\$8,788 03	\$639,687 94	5.51	2.08	\$12.44	\$22.42

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

NEW LONDON COUNTY.

TOWNS.		Grand List.	RECEIPTS.							Districts Taxing.
			School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.
New London,.....	\$7,831,244	\$6,005 25	\$436 09	.....	.....	\$24,800 00	.....	.....	\$633 62	\$31,874 96
Norwich Town,.....	.....	612 00	42 12	.....	.....	631 88	\$2,965 00	.....	45 00	4,206 00
“ Central,.....	.....	3,420 00	235 45	.....	.....	3,340 50	20,367 64	.....	1,149 73	28,513 32
“ West Chelsea,.....	.....	2,007 75	142 31	.....	.....	3,904 87	7,130 65	.....	.....	13,485 58
“ other districts,.....	.....	5,402 25	378 20	\$184 00	.....	6,107 41	7,582 41	.....	183 46	19,927 73
“ complete,.....	13,100,515	11,502 00	798 08	184 00	.....	14,044 66	38,225 70	.....	1,378 19	66,222 63
Bozrah,.....	502,589	470 25	.....	.....	.....	1,185 71	.....	.....	.....	1,655 96
Colchester,.....	1,012,368	1,273 50	253 44	.....	.....	4,111 79	216 83	.....	4 00	5,859 56
East Lyme,.....	668,222	913 50	.....	.....	.....	2,007 49	.....	.....	89 35	3,010 34
Franklin,.....	285,173	243 00	127 48	102 30	.....	923 25	.....	.....	.....	1,396 03
Griswold,.....	1,355,672	1,572 75*	.....	.....	.....	4,431 73	.....	.....	115 00	6,119 48
Groton,.....	1,787,115	2,461 50	410 36	.....	.....	7,099 89	163 00	.....	5 00	10,139 75
Lebanon,.....	947,230	762 75	384 00	116 44	.....	2,164 37	.....	\$7 83	.....	3,435 39
Ledyard,.....	460,385	567 00	285 40	.....	.....	1,222 79	.....	.....	.....	2,675 19
Lisbon,.....	337,198	227 25	83 15	25 59	.....	504 33	32 10	105 00	.....	977 42
Lyme,.....	277,209	416 25	222 93	.....	.....	545 51	.....	.....	.....	1,184 69
Montrille,.....	1,040,382	1,021 50	303 88	.....	.....	3,116 64	256 00	.....	60 55	4,758 57
North Stonington,.....	630,362	785 25	467 78	30 00	.....	1,902 47	45 00	15 00	.....	3,245 50
Old Lyme,.....	443,810	540 00	225 00	.....	.....	1,016 00	145 00	.....	.....	1,926 00
Preston,.....	886,997	1,408 50	337 60	.....	.....	2,711 38	650 84	.....	.....	5,168 32
Salem,.....	207,593	211 50	147 78	.....	.....	525 40	.....	9 00	5 00	898 68
Sprague,.....	653,888	785 25	154 05	.....	.....	1,398 17	.....	.....	.....	2,337 47
Stonington,.....	2,976,858	3,080 25	524 09	.....	.....	10,397 80	2,214 42	25 00	191 30	16,432 86
Voluntown,.....	238,472	609 75	200 30	.....	.....	1,395 18	.....	100,72	.....	2,215 95
Waterford,.....	1,136,964	1,455 75	360 00	.....	.....	2,001 35	550 00	.....	.....	4,367 10
21 Towns,.....	\$36,764,096	\$36,402 75	\$5,721 41	\$458 33	.....	\$87,415 91	\$42,498 89	\$262 55	\$2,482 01	\$175,241 85
										23

* Not drawn.

NEW LONDON COUNTY.

TOWNS.	EXPENSES.						Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.					
New London,....	\$23,792 50	\$2,115 19	\$1,472 93	\$250 00	\$49,148 15	\$2,737 00	\$79,515 77	\$84,000 00	3 24	3 16	\$11 37	\$17 41
Norwich Town,....	2,200 00	930 00	319 00	.....	10,000 00	838 00	14,209 00	10,000 00	.....	.....	15 79	27 10
Central,.....	20,069 89	3,038 81	1,376 08	334 60	.....	2,264 45	24,203 83	25,000 00	.....	.....	17 83	33 18
West Chelsea,...	7,195 60	1,117 65	428 50	.....	.....	961 37	9,703 02	8,000 00	.....	.....	10 53	17 18
other Districts,	14,093 16	2,270 95	354 02	150 00	2,465 09	1,808 91	21,740 13	12,550 00	.....	.....	7 89	21 34
complete,.....	44,158 65	7,386 41	2,477 60	484 60	12,465 09	5,870 63	72,842 98	55,550 00	4 06	1 06	11 71	24 70
Bozrally,....	1,532 24	123 72	.....	.....	.....	.....	1,655 96	.....	2 35	2 35	7 02	14 15
Colchester,.....	5,440 61	534 64	171 36	50 00	.....	113 54	6,310 15	849 82	4 27	4 06	11 14	16 67
East Lyme,.....	2,519 61	230 07	91 41	58 00	.....	95 00	2,994 09	90 00	3 13	3 00	7 37	11 53
Franklin,.....	1,183 82	97 32	.....	.....	.....	97 00	1,378 14	97 00	3 23	3 23	12 70	20 41
Griswold,.....	5,511 61	716 48	495 19	170 00	.....	97 00	6,990 28	97 00	3 35	3 26	10 00	19 49
Groton,.....	8,081 84	811 11	251 60	90 00	.....	807 97	10,942 52	201 35	4 06	3 97	10 00	10 31
Lebanon,.....	3,093 61	248 40	.....	.....	.....	101 00	3,433 01	101 00	2 20	2 28	10 00	17 88
Ledyard,.....	1,809 09	111 10	.....	.....	.....	65 00	2,025 19	65 00	2 65	2 65	8 23	13 43
Lisbon,.....	287 11	27 98	40 00	.....	.....	51 00	366 09	26 00	2 70	2 12	8 07	13 22
Lyme,.....	1,683 30	63 39	45 00	.....	.....	38 00	1,229 69	38 00	1 96	1 96	6 64	12 17
Montville,.....	4,225 20	324 61	166 47	10 00	.....	68 44	4,862 72	.....	3 20	2 99	10 71	20 70
North Stonington,...	2,861 06	181 42	60 00	.....	.....	143 00	3,245 48	142 00	3 11	3 01	9 29	14 52
Old Lyme,.....	1,720 00	94 00	70 00	.....	.....	42 00	1,926 00	42 00	2 61	2 28	7 02	10 82
Preston,.....	4,276 47	202 24	350 33	1 25	.....	280 11	5,110 40	112 00	3 81	3 07	7 10	13 62
Salem,.....	811 22	44 98	.....	10 10	.....	32 38	868 68	28 00	2 89	2 53	9 50	10 79
Sprague,.....	1,951 86	297 66	46 20	.....	2,179 44	299 47	4,774 63	90 00	2 13	2 13	7 43	18 53
Stonington,.....	12,651 24	1,346 01	830 15	127 36	.....	2,557 98	17,512 74	299 95	4 40	3 67	12 79	21 50
Voluntown,.....	1,919 10	142 03	100 72	.....	.....	54 00	2,215 85	54 00	5 80	5 47	8 17	18 82
Waterford,.....	3,319 61	364 49	.....	.....	1,635 00	133 00	5,452 10	133 00	2 24	1 76	8 42	19 40
21 Towns.	\$133,719 75	\$15,521 25	\$6,668 96	\$1,251 31	\$65,127 68	\$13,683 52	\$236,272 47	\$4,909 74	3 60	2 37	\$10 55	\$19 13

* Of taxable property appropriated for Public Schools, in mills and roads.

† Of taxable property appropriated for Public Schools by town tax, in mills and roads.

FAIRFIELD COUNTY.

TOWNS.		RECEIPTS.							Districts Taxing.
Grand List.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	
Bridgeport,.....	\$27,456 75	\$431 48	\$112 00	\$85,997 39	.....	.....	.....	\$113,997 62	..
Danbury,.....	9,481 50	.....	64 00	21,280 14	.....	.....	.....	32,618 85	3
Bethel,.....	1,530 00	132 32	10 45	6,294 51	.....	.....	16	7,967 44	..
Brookfield,.....	501 75	193 37	28 50	1,509 90	.....	\$6 50	.....	2,240 11	..
Darien,.....	819 00	199 00	.....	2,666 00	.....	.....	.....	3,684 00	1
Easton,.....	279 00	139 38	6 10	1,721 32	.....	.....	.....	2,146 00	..
Fairfield,.....	1,685 25	352 20	237 94	7,493 36	.....	.....	31 40	9,710 15	..
Greenwich,.....	4,538 25	.....	.....	9,268 29	\$1,993 68	.....	124 93	15,925 15	1
Huntington,.....	2,958 75	176 06	64 74	5,995 73	2,475 77	40 00	9 80	10,820 85	1
Monroe,.....	400 50	.....	.....	1,390 16	215 00	.....	.....	2,005 66	..
New Canaan,.....	1,181 25*	209 00	.....	3,960 91	.....	.....	.....	5,351 16	..
New Fairfield,.....	330 75	120 00	.....	1,151 60	.....	7 25	.....	1,609 60	..
Newtown,.....	1,795 50	506 92	8 00	15,579 06	.....	18 00	18 00	7,925 48	..
Northford,.....	7,848 00	472 62	108 00	26,306 57	12,265 23	.....	629 03	47,629 45	4
Redding,.....	540 00	175 21	16 43	1,477 86	234 91	11 10	.....	2,455 51	..
Ridgefield,.....	922 50	230 40	134 00	2,995 19	156 00	.....	143 00	4,581 09	..
Sherman,.....	315 00	144 00	.....	806 34	.....	.....	.....	1,265 34	..
Stamford,.....	7,726 50	651 65	142 42	38,236 45	.....	.....	447 87	47,204 89	..
Stratford,.....	1,158 75	105 56	112 00	3,871 66	843 06	.....	398 28	6,489 31	2
Trumbull,.....	609 75	159 50	30 00	1,582 21	502 41	.....	5 00	2,888 87	1
Weston,.....	263 25*	.....	37 00	625 29	.....	11 50	21 40	958 44	..
Westport,.....	1,793 25	224 36	.....	3,064 94	.....	3 71	.....	4,996 26	..
Wilton,.....	798 75	.....	.....	1,866 32	.....	.....	6 00	2,671 07	..
23 Towns.	\$73,944 00	\$4,623 03	\$1,111 58	\$235,051 49	\$18,686 06	\$98 06	\$3,628 08	\$337,142 30	13

* Not drawn.

FAIRFIELD COUNTY.

TOWNS.	EXPENSES.							District Indebtedness.	Per cent, etc. †	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.				
Bridgeport,.....	\$86,516 16	\$7,476 21	\$7,359 83	\$34 32	.....	\$12,641 10	\$113,997 62	.....	3.91	\$9 34	\$18 46
Danbury,.....	25,480 32	4,115 20	3,182 62	52 00	.....	4,997 04	37,707 18	\$40,401 42	2.99	8 94	10 31
Bethel,.....	5,889 00	692 04	843 37	101 05	.....	438 08	7,964 44	.....	5.88	11 71	18 12
Brookfield,.....	2,042 12	151 49	.....	.....	.....	40 00	2,233 61	.....	2.94	10 01	22 36
Darien,.....	3,200 00	357 18	.....	.....	.....	112 00	3,669 18	3,400 00	1.82	10 68	26 02
Easton,.....	1,921 43	151 07	150 00	.....	.....	72 00	2,294 50	150 00	4.11	18 52	27 47
Fairfield,.....	8,033 56	956 19	.....	31 40	.....	689 00	9,710 15	.....	3.34	3.29	12 09
Greenwich,.....	12,821 25	1,963 24	1,422 82	120 00	.....	968 36	16,395 67	.....	2.36	1 94	21 64
Huntington,.....	7,536 49	1,151 03	202 61	73 50	.....	1,149 21	10,122 75	25,400 00	5.88	4.11	11 65
Monroe,.....	1,600 43	107 30	218 00	.....	.....	46 75	1,972 48	.....	4.25	3.68	11 08
New Canaan,.....	4,749 84	441 09	105 74	28 50	.....	75 00	5,400 17	.....	3.17	3.17	10 28
New Fairfield,.....	6,197 31	76 29	.....	.....	.....	70 00	4,600 00	.....	3.14	3.13	10 94
Norwalk,.....	30,620 41	532 40	18 00	8 00	\$20 00	369 52	7,935 48	.....	3.54	3.52	9 97
Redding,.....	2,015 78	145 88	4,800 77	238 68	1,878 03	47 84	46,040 16	52,617 90	6.35	4.36	12 00
Ridgefield,.....	3,698 83	336 45	246 01	.....	.....	80 04	2,455 51	.....	3.36	2.88	10 23
Sherman,.....	1,154 78	71 32	.....	4 00	.....	39 24	4,547 47	.....	2.60	2.37	11 04
Stamford,.....	33,206 00	6,387 25	.....	.....	.....	73 10	1,265 34	.....	2.27	2.27	0 03
Stratford,.....	4,357 72	789 42	197 63	301 31	.....	39 24	47,204 89	.....	4.37	4.32	13 74
Trumbull,.....	2,339 50	194 90	289 41	22 00	.....	1,095 00	6,461 77	26,900 00	5.22	3.95	12 54
Westport,.....	870 68	52 86	34 90	10 00	.....	55 00	2,888 87	.....	3.42	2.59	21 89
Wilton,.....	4,414 01	455 79	65 00	3 52	50 00	.....	958 44	.....	1.75	1.67	8 19
	2,441 31	154 76	.....	6 00	.....	161 00	5,149 32	1,119 03	1.49	1.49	6 23
						66 00	2,671 07	.....	2.68	2.67	7 52
23 Towns,.....	\$253,623 34	\$20,042 78	\$19,314 86	\$1,034 28	\$1,948 03	\$35,692 38	\$349,655 67	\$143,988 35	3.87	\$10 30	\$21 17

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

WINDHAM COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	
Brooklyn,	\$1,396,211	\$1,485 00	\$225 32	\$15 48	\$2,616 00	\$2,048 64	.....	\$22 91	\$6,413 35
Ashford,	266,459	328 50	209 76	.....	1,187 68	53 00	.....	.....	1,778 94
Canaanbury,	481,711	338 75	144 78	19 20	1,240 07	.....	\$22 00	.....	1,864 86
Chaplin,	216,498	220 50	144 56	.....	204 77	.....	.....	.....	600 03
Eastford,	186,333	288 00	189 66	.....	444 16	192 40	.....	.....	1,115 22
Hampton,	309,812	290 25	104 14	4 77	999 20	.....	1 00	.....	1,115 22
Killingly,	2,248,878	3,404 25	451 82	.....	11,209 48	.....	15 00	.....	1,383 36
Plainfield,	1,602,413	2,189 25	371 05	.....	4,740 52	3,152 02	38 21	506 16	18,861 94
Pomfret,	818,151	623 25	272 50	.....	1,301 22	2,068 78	.....	.....	9,969 60
Punam,	3,294,793	3,188 25	259 04	13 98	3,272 40	2,173 46	15 00	5 00	2,216 97
Scotland,	251,488	195 75	66 39	23 48	854 35	.....	.....	.....	8,907 13
Sterling,	314,204	589 50	159 00	.....	1,032 22	.....	.....	.....	1,139 97
Thompson,	1,616,123	3,105 75	168 00	21 93	3,316 17	1,080 37	70 49	.....	2,031 58
Windham,	4,368,446	4,936 50	348 94	56 82	14,340 93	704 20	8 00	20 78	7,401 83
Woodstock,	944,256	1,050 75	386 02	102 65	1,998 72	5,497 70	30 00	13,584 16	38,705 05
						.....	.....	.....	3,568 14
15 Towns.	\$18,405,866	\$22,484 25	\$3,550 78	\$248 31	\$48,697 89	\$17,570 57	\$109 70	\$14,139 01	\$106,900 51
									18

* Not drawn.

WINDHAM COUNTY.

TOWNS.	EXPENSES.							District Indebted- ness.	Per cent, etc.*	Per cent, etc.†	Paid for each child in average attend- ance.
	Teachers' Wages	Fuel, etc.	Repairs.	Libraries and Appa- ratus.	New Buildings.	Other Objects.	Total.				
Brooklyn.....	\$3,700 59	\$567 42	\$1,232 45	\$68 75	.....	\$303 62	\$5,572 83	\$3,950 00	3.35	1.87	\$8 89
Ashford.....	1,580 39	85 55	40 37	20 00	.....	00 00	1,786 31	00 00	4.65	4.45	12 23
Canterbury.....	1,668 52	102 08	42 56	.....	.....	63 00	1,876 16	03 00	2.61	2.57	0 62
Chaplin.....	559 09	35 54	.....	.....	.....	24 00	609 63	24 00	1.22	1.22	0 22
Eastford.....	847 28	36 74	102 40	.....	.....	39 00	1,115 42	39 00	3.42	2.38	8 71
Hampton.....	1,186 96	89 47	.....	15 00	.....	40 00	1,331 43	40 00	2.68	2.03	10 32
Killingly.....	12,715 00	2,208 55	826 36	194 04	.....	1,239 94	17,183 89	242 00	6.62	4.98	11 06
Plainfield.....	6,446 75	602 07	.....	.....	.....	212 48	7,361 30	184 00	4.37	2.80	7 59
Pomfret.....	1,926 58	176 41	.....	.....	.....	88 29	2,191 22	88 29	1.61	1.59	7 91
Punam.....	5,704 38	874 05	.....	.....	.....	128 00	6,706 43	128 00	1.65	.99	4 73
Scotland.....	1,041 91	75 00	.....	.....	.....	23 00	1,139 97	23 00	3.39	3.39	13 10
Sterling.....	1,820 54	106 61	1,122 25	70 49	.....	50 00	2,969 89	50 00	6.94	3.28	11 33
Thompson.....	5,895 27	700 39	688 20	24 00	.....	186 07	7,404 83	186 97	2.50	2.05	5 26
Windham.....	20,991 34	1,844 56	3,356 80	105 00	\$8,337 70	4,159 65	38,795 05	218 75	7.65	3.58	13 88
Woodstock.....	3,042 51	331 25	50 00	10 00	.....	121 00	3,554 76	120 00	2 08	2.08	7 61
15 Towns.	\$68,838 05	\$7,925 75	\$7,551 39	\$507 28	\$8,337 70	\$6,738 95	\$99,899 12	\$20,739 69	4.37	2.64	\$9 16

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

LITCHFIELD COUNTY.

TOWNS.	Grand List.	RECEIPTS.						Districts Taxing.		
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.		Other Sources.	Total.
Litchfield,.....	\$2,010,812	\$1,415 25	\$522 90	\$96 00	\$5,118 47	.....	.....	.....	\$7,152 62	..
Barkhamsted,.....	359,482	578 25	264 24	.....	1,056 50	.....	\$83 45	.....	1,982 44	..
Bethlehem,.....	394,871	225 00	98 12	.....	767 12	.....	.....	.....	1,090 24	..
Bridgewater,.....	380,667	236 25	148 88	7 80	986 55	\$74 26	.....	.....	1,453 74	1
Canaan,.....	523,565	384 75	180 00	.....	1,424 28	54 00	.....	.....	2,043 03	1
Colebrook,.....	371,383	600 75	205 39	.....	1,050 73	.....	.....	.....	1,805 87	..
Cornwall,.....	635,535	675 00	222 12	38 82	1,850 52	.....	68 33	.....	2,854 79	..
Goshen,.....	565,326	436 50	71 58	.. ..	1,435 57	.....	24 00	\$15 90	1,973 55	..
Harwinton,.....	412,644	499 50	240 73	.....	1,316 23	.....	.....	.....	2,056 46	..
Kent,.....	479,493	681 75	256 96	.....	1,715 81	261 00	22 50	.....	2,938 02	2
Morris,.....	349,777	290 25	133 02	.....	686 02	.....	.....	.....	1,109 29	..
New Hartford,.....	1,039,700	1,033 50	60 00	.....	3,242 03	1,230 00	95	86 20	6,252 68	2
New Milford,.....	1,919,744	1,716 75	465 30	26 67	5,150 17	620 00	88 30	41 67	\$8,108 86	2
Norfolk,.....	852,300	765 00	183 79	81 79	1,780 75	116 50	4 15	57 21	2,989 19	..
North Canaan,.....	696,604	717 75	174 57	.....	2,185 68	.....	.....	9 40	3,087 40	..
Plymouth,.....	985,725	1,005 75	159 03	.....	5,078 58	.....	28 00	158 10	6,401 46	..
Roxbury,.....	429,276	447 75	172 90	.....	1,021 23	.....	.....	.....	1,669 88	..
Salisbury,.....	1,807,827	1,831 50	.....	.....	4,817 64	19 09	35 00	408 96	7,112 19	1
Sharon,.....	1,310,368	902 25	454 27	.....	3,379 38	.....	784 00	5,609 90	18,121 95	..
Thomaston,.....	1,567,372	1,800 00	.....	.....	5,306 22	.....	.....	.....	7,106 22	..
Torrington,.....	1,754,060	3,015 00	237 64	150 00	14,569 31	.....	.....	150 00	18,121 95	..
Warren,.....	228,141	354 25	.....	.....	649 65	.....	60 00	.....	963 90	1
Washington,.....	868,254	715 50	249 80	.....	1,967 51	18 95	.....	7 75	2,959 51	1
Watertown,.....	1,284,868	1,035 00	253 15	.....	2,775 64	.....	15 00	15 00	4,993 19	1
Winchester,.....	2,742,264	2,718 00	273 05	.....	8,035 31	.....	.....	36 65	11,663 01	..
Woodbury,.....	992,283	884 25	345 00	19 35	2,240 00	145 00	3 86	.....	3,637 46	1
26 Towns.	\$24,929,690	\$25,564 50	\$5,372 44	\$420 43	\$80,196 30	\$2,538 80	\$1,217 54	\$986 84	\$116,296 85	13

EXPENSES.

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LITCHFIELD COUNTY.

TOWNS.	EXPENSES.						Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Paid for each child in average attendance.	Paid for each child in attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.					
Litchfield,.....	\$5,442 60	\$715 22	\$301 69	\$236 00	.....	\$456 21	\$298 00	.....	2.54	2.54	\$20 61
Barkhamsted,.....	1,700 09	110 10	37 21	58 95	.....	85 00	85 00	\$130 91	3.17	2.93	17 14
Bethlehem,.....	997 16	72 98	.....	.....	.....	30 00	30 00	.....	1.94	1.94	11 09
Bridgewater,.....	1,245 46	94 02	742 0	.....	.....	48 00	40 00	.....	2.78	2.50	13 84
Canaan,.....	1,723 00	187 53	54 00	.....	.....	78 54	78 54	.....	2.82	2.72	24 22
Colebrook,.....	1,680 50	137 15	72	2 50	.....	44 00	44 00	.....	2.82	2.82	22 20
Comwall,.....	2,556 29	203 50	.....	.....	.....	95 00	95 00	.....	3.01	2.91	14 79
Goshen,.....	1,682 52	145 23	65 91	18 50	.....	86 00	80 00	.....	2.61	2.54	24 89
Harwinton,.....	1,882 41	116 87	.....	.....	.....	57 00	57 00	.....	3.18	3.18	17 88
Kent,.....	2,424 06	162 86	243 00	.....	1,410 75	108 10	80 00	.....	4.24	3.64	19 98
Morris,.....	1,021 45	62 19	.....	.....	.....	32 00	32 00	.....	1.96	1.96	14 67
New Hartford,.....	4,340 90	748 05	222 50	.....	.....	95 00	95 00	7353 23	4.38	3.11	7 44
New Milford,.....	6,542 28	762 58	596 00	30 00	.....	154 00	154 00	.....	3.08	2.69	21 05
Norfolk,.....	2,597 80	243 93	153 61	.....	.....	84 75	61 00	.....	2.29	2.08	10 59
North Canaan,.....	3,030 40	370 96	.....	.....	.....	57 00	57 00	.....	3.15	3.14	10 84
Plymouth,.....	5,572 07	470 65	2,799 45	142 53	.....	512 74	123 00	3,795 05	5.31	5.15	21 24
Roxbury,.....	1,530 75	88 88	.....	.....	.....	50 25	50 25	.....	2.49	2.42	8 39
Salisbury,.....	5,853 70	618 53	450 81	35 00	.....	194 15	169 15	2,000 00	2.92	2.60	8 73
Sharon,.....	5,165 18	374 47	.....	.....	.....	71 25	71 25	.....	3.17	2.57	12 32
Thomaston,.....	5,552 00	1,956 37	60 72	32 13	2,000 00	405 00	21 00	.....	8.38	8.30	18 72
Torrington,.....	11,837 00	1,294 76	727 07	357 97	.....	1,053 00	142 98	.....	3.11	2.84	11 30
Warren,.....	816 91	66 09	.....	.....	.....	140 95	21 00	.....	2.20	2.26	9 63
Washington,.....	2,635 84	182 72	.....	.....	.....	124 70	114 00	.....	2.18	2.15	9 30
Watertown,.....	3,429 29	509 20	.....	.....	.....	142 31	124 70	.....	3.10	3.14	11 77
Winchester,.....	10,661 03	1,144 05	868 79	135 63	.....	1,421 27	181 25	17,983 00	3.10	3.14	24 00
Woodbury,.....	3,120 81	187 28	145 00	.....	.....	150 00	150 00	.....	2.40	2.25	18 62
26 Towns.	\$94,911 50	\$10,132 58	\$6,800 74	\$1,110 11	\$3,410 75	\$5,640 91	\$2,434 12	\$21,272 19	3.40	3.21	\$2 07

* Of taxable property appropriated for Public Schools, in mills and 100ths.

† Of taxable property appropriated for Public Schools by town tax, in mills and 100ths.

MIDDLESEX COUNTY.

TOWNS.		RECEIPTS.							Districts Taxing.
Grand List.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	
Middletown,.....	\$2,360 25	\$340 62	\$31 54	\$4,881 59	.....	.....	.....	\$7,714 00	2
" City,.....	3,867 75	489 18	86 23	5,400 00	\$12,401 89	\$60 00	\$1,354 05	23,659 10	1
" Industrial School,	211 50	.....	.....	.....	.....	35 00	35 00	281 50	..
" complete,.....	6,439 50	829 80	217 77	10,281 59	12,401 89	95 00	1,389 05	31,654 60	3
Haddam,.....	951 75*	466 15	.....	2,150 78	.....	28 00	155 96	3,752 64	2
Chatham,.....	954 00	361 38	.....	2,178 70	.....	.....	421 27	3,915 35	..
Chester,.....	463,351	133 45	.....	1,125 07	238 20	5 28	.....	2,150 00	..
Clinton,.....	667,386	169 06	34 98	220 32	.....	.....	.....	953 11	..
Cromwell,.....	844,317	595 50	25 23	1,888 62	300 08	35 00	5 00	3,306 54	1
Durham,.....	481,192	294 75	95 25	804 20	.....	35	4 50	1,430 95	..
East Haddam,.....	1,158,456	1,122 75	.....	3,041 79	321 97	.....	.....	4,704 59	3
Essex,.....	915,570	758 25*	45 44	2,864 85	.....	.....	.....	3,944 82	..
Killingworth,.....	213,312	229 50*	10 00	855 20	.....	3 10	.....	1,210 30	..
Middlefield,.....	566,088	409 50	40 50	1,078 04	342 69	1 55	125 00	2,087 77	1
Old Saybrook,.....	1,161,807	636 75	.....	931 03	.....	5 00	5 00	1,598 78	..
Portland,.....	1,860,464	2,385 00*	7 75	7,722 80	16,129 57	.....	288 64	27,207 48	2
Saybrook,.....	610,484	612 00	14 78	2,345 36	.....	.....	.....	3,090 93	..
Westbrook,.....	495,585	297 00	.....	835 76	.....	.....	.....	1,271 20	..
15 Towns.	\$17,163 00	\$3,332 18	\$1,187 67	\$38,384 11	\$29,734 40	\$173 28	\$2,364 42	\$92,339 06	12

* Not drawn.

MIDDLESEX COUNTY.

TOWNS.	EXPENSES.							District Indebted- ness.	Per cent, etc.*	Per cent, etc.†	Paid for each child enumer- ated.	Paid for each child in average attend- ance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Appa- ratus.	New Buildings.	Other Objects.	Total.					
Middletown,.....	\$6,547 91	\$783 58	.....	.....	.....	\$419 00	\$7,750 49	\$419 00	.....	.....	\$7 38	\$14 43
" City,.....	13,449 53	2,270 56	\$718 86	\$117 49	.....	5,571 95	22,128 39	100 00	.....	.....	12 57	26 87
" Indust'l School,	.....	.....	.....	.....	.....	.....	.....	\$55,086 21	.....	.....	.....	.....
" complete,.....	19,997 44	3,054 14	718 86	117 49	.....	5,990 95	29,878 88	519 00	2.88	1.22	10 43	19 06
Haddam,.....	3,111 38	286 49	60 17	20 00	7,500 00	100 00	11,078 04	100 00	3.41	3.14	8 45	15 72
Chatham,.....	3,183 82	399 21	175 86	60 00	.....	51 85	3,780 68	.....	200 00	3.40	8 91	16 43
Chester,.....	1,045 00	191 35	189 40	.....	.....	124 25	2,150 00	37 00	2.95	2.42	7 46	13 87
Clinton,.....	855 00	77 30	.....	20 81	.....	.....	953 11	.....	0.33	0.33	4 05	44 33
Cromwell,.....	2,577 00	324 19	279 38	40 00	.....	57 39	3,277 96	51 39	2.63	2.23	8 23	14 28
Durham,.....	1,243 50	156 06	.....	.....	.....	23 00	1,422 56	23 00	1.86	1.79	10 85	19 00
East Haddam,.....	4,038 11	313 06	179 97	.....	.....	433 72	4,964 86	172 78	2.90	2.62	9 94	17 88
Essex,.....	3,310 17	216 61	119 20	.....	.....	298 84	3,944 82	60 00	3.12	3.12	11 70	18 78
Killingworth,.....	1,110 25	66 05	25 00	.....	.....	34 00	1,235 30	34 00	4.02	4.00	12 11	20 76
Middlefield,.....	1,401 00	189 89	371 05	42 65	.....	4 37	2,008 06	.....	2.73	1.90	11 03	18 05
Old Saybrook,.....	1,323 00	93 37	145 41	10 00	.....	32 00	1,603 78	32 00	0.80	0.80	5 66	14 13
Portland,.....	8,537 25	1,568 69	785 61	159 57	\$542 77	1,513 49	13,097 33	175 00	12.95	4.15	11 84	28 33
Saybrook,.....	2,450 30	480 63	.....	77 50	.....	73 50	3,090 93	73 50	3.84	3.84	11 36	17 21
Westbrook,.....	1,118 49	129 71	.....	.....	.....	23 00	1,271 20	23 00	1.68	1.68	9 03	17 53
15 Towns,.....	\$55,901 71	\$7,455 75	\$3,049 85	\$548 02	\$8,042 77	\$8,760 36	\$83,758 46	\$1,300 67	3.68	2.00	\$9 02	\$19 08

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

TOLLAND COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.	
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.		Total.
Tolland,	\$318,975	\$465 75	\$299 11	\$43 23	\$959 45	\$78 00	.....	\$18 00	\$1,863 54	1
Andover,	195,701	146 25	99 74	.....	314 36	.....	.....	.....	560 35	..
Bolton,	180,357	247 50	57 32	50 00	532 13	.....	.....	95 40	982 35	..
Columbia,	265,364	380 25*	.....	19 67	1,109 20	.....	.....	.....	1,509 12	..
Coventry,	615,220	837 00	220 70	32 64	2,184 81	.....	.....	26 00	3,310 15	..
Ellington,	729,148	726 75	224 25	.....	2,139 70	.....	.....	.....	3,090 70	..
Hebron,	437,344	501 75	218 03	77 00	1,043 38	.....	\$5 00	9 95	1,855 11	..
Mansfield,	563,392	785 25	309 04	28 35	1,960 74	.....	.....	62 00	3,145 38	1
Somers,	621,653	652 50	98 83	.....	2,613 67	55 44	.....	5 00	3,455 44	..
Stafford,	1,158,728	2,200 50	6 00	28 62	5,812 50	3,477 33	.....	52 11	11,577 06	1
Union,	126,542	193 50	100 50	.....	606 17	6 90	.....	.....	916 07	1
Vernon,	2,980,276	4,601 25	155 47	.....	9,868 68	126 88	.....	316 13	15,008 41	2
Willington,	228,309	445 50	60 70	.....	993 20	111 42	.....	7 25	1,618 07	..
13 Towns.	\$8,421,009	\$12,183 75	\$1,867 69	\$279 51	\$30,107 99	\$3,855 97	\$5 00	\$591 84	\$48,891 75	6

* Not drawn.

TOLLAND COUNTY.

TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent., etc.*.	Paid for each child, enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.					
Tolland,....	\$1,609 89	\$126 15	\$180 00	.....	.....	\$50 00	\$1,966 04	\$50 00	.....	3.30	\$9 49	\$18 00
Andover,....	450 00	102 35	.....	.....	.....	8 00	560 35	8 00	.....	1.60	.....	16 01
Bolton,....	819 71	62 64	53 00	\$17 00	.....	30 00	982 35	30 00	.....	3.47	.....	18 36
Columbia,....	1,364 04	88 98	.....	.....	.....	53 25	1,506 27	53 25	.....	3.17	.....	93
Coventry,....	2,886 00	245 89	.....	.....	.....	160 00	3,291 89	142 00	.....	4.17	.....	84
Ellington,....	2,783 97	245 73	47 55	20 00	\$3,200 00	59 00	6,356 25	59 00	5,750 00	3.58	.....	14 27
Hebron,....	1,063 99	140 00	.....	.....	.....	58 75	1,371 80	58 75	.....	2.41	.....	20 16
Mansfield,....	2,971 79	204 34	35 00	9 00	.....	81 00	3,422 13	81 00	.....	2.41	.....	15 81
Somers,....	3,682 00	291 00	55 44	.....	.....	72 00	3,500 44	72 00	.....	3.59	.....	14 69
Stafford,....	7,451 00	1,123 54	.....	117 00	1,956 49	304 70	10,952 73	290 45	24,349 22	4.34	.....	18 52
Union,....	816 11	45 06	6 90	.....	.....	48 00	916 07	48 00	.....	4.84	.....	10 05
Vernon,....	12,182 18	1,286 50	1,087 22	110 40	.....	1,380 44	16,046 74	263 28	4,200 00	3.43	.....	15 80
Willington,....	1,330 16	107 16	111 42	.....	.....	69 75	1,618 49	62 50	.....	4.87	.....	13 60
13 Towns.	\$59,410 84	\$4,069 40	\$1,576 53	\$273 40	\$5,156 49	\$2,374 89	\$52,861 55	\$1,218 23	\$34,632 72	4.14	.....	\$16 73

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

SUMMARY BY COUNTIES.

COUNTIES.	Grand List.	RECEIPTS.					District Tax.	Voluntary Contrib.	Other Sources.	Total.	Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.						
Hartford,.....	\$87,715,289	\$69,165 00	\$6,894 63	\$3,412 39	\$254,214 49	\$124,664 08	\$3,572 31	\$24,018 38	\$485,941 28	23	
New Haven,.....	97,121,067	105,885 00	3,803 77	1,216 48	202,143 33	311,349 91	2,113 13	20,028 36	646,629 98	18	
New London,.....	36,764,096	36,402 75	5,721 41	458 33	87,415 91	42,498 89	262 55	2,482 01	175,241 85	23	
Fairfield,.....	66,404,900	73,944 00	4,623 03	1,111 58	235,051 91	18,686 06	98 06	3,628 08	337,142 30	13	
Windham,.....	18,465,866	22,484 25	3,550 78	258 31	48,697 89	17,570 57	109 70	14,139 01	106,990 51	18	
Litchfield,.....	24,929,690	25,564 50	5,372 44	420 43	80,196 30	2,538 80	1,217 58	986 84	116,296 85	13	
Middlesex,.....	19,152,049	17,163 00	3,332 18	1,187 67	38,384 11	29,724 40	173 28	2,364 42	92,339 06	12	
Tolland,.....	8,421,009	12,183 75	1,867 69	279 51	30,107 99	3,855 97	5 00	591 84	48,891 75	6	
The State.	\$358,913,906	\$362,792 25	\$35,255 93	\$8,344 70	\$976,211 51	\$550,898 68	\$7,641 57	\$68,238 94	\$2,009,383 58	126	

SUMMARY BY COUNTIES.

COUNTIES.	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.	Cost of Superintendence.	District Indebtedness.	Per cent., etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
Hartford,	\$301,121 53	\$31,388 87	\$31,499 17	\$5,690 48	\$124,027 47	\$60,896 41	\$554,616 93	\$5,280 87	\$619,625 73	4.63	\$4 00	\$26 50
New Haven,	421,906 25	53,258 95	22,409 49	4,700 45	91,486 03	83,247 22	677,008 39	8,788 03	639,687 94	5.12	12 44	22 40
New London,	133,719 75	15,521 25	6,668 96	1,251 31	65,427 68	13,683 52	236,272 47	4,999 74	186,267 43	3.60	10 55	19 13
Fairfield,	253,623 34	29,042 78	19,314 86	1,034 28	1,948 03	35,692 38	340,655 67	6,958 24	143,988 35	3.87	10 30	21 17
Windham,	68,838 05	7,925 75	7,451 39	507 28	6,738 95	6,738 95	99,899 12	1,497 01	26,739 69	4.37	9 16	21 29
Litchfield,	94,911 50	10,132 58	6,800 74	1,110 10	3,410 75	5,640 91	122,006 59	2,434 12	21,272 19	3.42	10 43	20 07
Middlesex,	55,991 71	7,455 75	3,049 85	548 02	8,042 77	8,760 36	83,758 46	1,300 67	89,316 27	3.68	9 92	19 08
Tolland,	39,410 84	4,069 40	1,576 53	273 40	5,156 49	2,374 89	52,861 55	1,218 23	34,632 72	4.14	8 80	16 73
The State.	\$1,369,432 97	\$158,788 33	\$98,870 99	\$15,121 33	\$307,850 92	\$217,034 64	\$1,167,079 18	\$2,386 91	\$1,755,530 32	4.46	\$11 53	\$22 05

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

HARTFORD COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1890.	Registered.			In Private Schools.	In no School.	Average Attendance		Per cent. who part of the year.	Per ct. of attend- ence on basis of enumeration.	Per ct. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.		Between 8 and 14 in no School.	Winter.	Summer.		
Hartford,	53,230	10,474	7,944	6,878	6,371	533	2,275	1,666	5,509	5,305	51.6	81.6
Avon,	1,182	259	219	178	172	1	13	28	138	128	51.3	76.0
Berlin,	2,600	597	429	357	361	...	17	13	273	260	52.5	74.2
Bloomfield,	1,308	241	217	182	143	...	16	18	118	105	46.6	68.6
Bristol,	7,382	1,504	1,581	1,256	1,244	6	3	132	1,009	984	62.5	79.7
Burlington,	1,302	288	291	209	194	...	...	2	149	137	101.0	79.9
Canton,	2,500	599	600	543	512	19	...	75	468	442	105.4	80.2
East Granby,	601	121	117	104	85	2	...	11	79	61	99.6	74.0
East Hartford,	4,455	1,095	957	834	716	11	66	134	645	560	55.0	77.7
East Windsor,	2,890	714	599	536	484	...	42	52	417	370	55.1	77.1
Enfield,	7,199	1,644	1,634	869	869	33	407	229	724	682	42.7	82.5
Farmington,	7,011	701	677	668	580	28	15	25	484	425	64.8	76.5
Glastonbury,	3,457	667	588	536	403	5	13	36	5	319	88.1	55.3
Granby,	1,251	267	254	217	160	12	...	35	105	131	95.1	78.5
Hartland,	505	102	97	89	42	10	...	2	57	27	95.0	41.1
Manchester,	8,222	1,879	1,621	1,511	1,353	16	17	433	1,056	1,018	86.6	72.4
Marlborough,	582	112	122	90	80	...	...	13	67	57	108.9	55.3
New Britain,	19,007	4,088	2,387	2,072	2,010	132	1,575	258	1,724	1,720	58.3	72.9
Newington,	1,053	196	161	135	126	...	...	9	103	102	82.1	54.3
Plainville,	1,093	308	378	338	322	17	...	50	279	279	94.0	71.2
Rocky Hill,	1,069	245	200	160	134	3	11	16	156	99	93.0	50.2
Simsbury,	1,894	393	367	294	273	4	22	8	236	186	93.3	71.0
Southington,	5,501	1,259	1,188	1,071	1,011	61	17	103	804	820	94.3	82.3
South Windsor,	1,736	395	344	313	294	...	13	41	3	200	94.1	72.1
Sturfield,	3,169	635	596	493	449	21	61	59	359	354	93.7	76.1
West Hartford,	4,066	398	398	343	318	2	...	30	282	205	98.0	82.7
Wethersfield,	2,271	357	328	284	244	...	...	12	214	189	91.8	70.3
Windsor,	2,954	577	542	443	443	11	19	64	366	327	90.0	74.7
Windsor Locks,	2,758	626	255	225	222	...	371	86	175	184	40.7	50.3
29 Towns.	147,180	30,740	24,491	21,214	19,555	927	4,964	3,660	16,706	15,727	52.8	79.7

NEW HAVEN COUNTY.

TOWNS.	Population 1890.	Enumerated October, 1890.	Registered.				In Private Schools.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.	
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.				
New Haven City,.....	.....	18,521	15,103	14,000	14,100	500	1,899	3,592	11,700	12,200	81.5	64.5	85.0
“ Westville,.....	.....	362	313	284	262	....	13	36	241	199	86.4	37.6	80.5
“ South,.....	.....	81	69	54	40	....	3	9	39	22	85.1	37.6	64.8
“ complete,.....	86,045	18,964	15,485	14,338	14,402	500	1,915	3,637	11,980	12,421	81.6	64.3	84.8	
Ansonia,.....	10,342	2,171	1,895	1,712	1,654	45	62	214	1,308	1,269	87.2	59.3	76.5	
Beacon Falls,.....	505	96	81	73	66	....	3	14	48	47	84.3	49.4	68.3
Bethany,.....	550	101	112	100	103	2	11	3	74	69	110.8	70.7	70.4
Brandon,.....	4,460	858	799	697	563	7	20	18	514	408	96.4	55.6	73.1	
Cheshire,.....	1,929	356	296	255	205	5	41	23	5	183	115	83.1	46.0	71.3
Derby,.....	5,969	1,755	1,442	1,007	990	48	375	246	3	748	729	65.0	42.0	73.9
East Haven,.....	955	125	95	87	77	....	5	7	51	33	76.0	33.6	51.2
Guilford,.....	2,780	488	529	431	376	30	67	60	5	319	259	108.4	59.2	71.6
Hamden,.....	3,882	875	689	588	500	5	40	116	12	411	317	78.7	41.6	66.9
Madison,.....	1,429	276	266	238	193	5	33	37	2	184	139	96.3	58.5	74.9
Merriden,.....	25,423	5,895	4,487	3,765	3,574	118	1,043	1,037	2,973	2,900	76.1	49.8	80.0	
Middlebury,.....	566	112	114	99	75	2	4	9	70	58	101.7	57.1	73.5	
Millford,.....	3,811	723	506	442	449	17	73	166	21	365	374	69.9	51.1	82.9
Naugatuck,.....	6,218	1,394	1,336	1,026	1,041	15	26	274	13	819	793	102.4	61.8	78.1
North Branford,.....	825	166	146	142	121	3	10	....	103	92	87.9	58.7	74.1
North Haven,.....	1,862	352	345	300	288	4	13	27	1	227	181	98.0	57.0	60.3
Orange,.....	4,537	961	886	784	709	19	29	103	5	638	550	92.1	61.8	79.5
Oxford,.....	902	233	234	209	188	2	1	2	130	114	100.4	52.3	61.4	
Prospect,.....	445	71	59	58	51	....	3	7	45	36	83.0	57.0	74.3
Seymour,.....	3,300	807	755	645	591	14	76	7	511	467	93.5	60.5	79.1
Southbury,.....	1,089	221	189	166	107	1	20	5	123	75	85.5	44.7	72.5	
Wallingford,.....	6,584	1,519	1,378	1,280	1,243	38	24	263	4	916	832	90.7	57.5	69.2
Waterbury,.....	.....	826	653	549	469	2	....	53	379	305	79.0	41.4	67.1
“ Centre,.....	.....	7,544	4,698	3,910	3,741	195	1,400	2,153	3,197	2,966	62.2	40.8	80.5
“ complete,.....	33,202	8,370	5,351	4,459	4,210	197	1,400	2,206	3,576	3,271	63.9	40.9	78.9	
Wolcott,.....	522	123	127	112	103	....	....	....	74	75	103.2	60.5	69.3
Woodbridge,.....	926	168	146	127	101	1	10	23	92	79	86.9	50.8	75.0	
26 Towns,.....	209,958	47,060	37,448	33,140	31,980	1,078	5,208	8,599	26,482	25,733	79.5	55.4	80.1	

NEW LONDON COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1890.	Registered.				In Private Schools.	In no School.	Between 8 and 14 In no School	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
New London,.....	13,757	2,669	2,749	2,342	2,243	87	126	453	38	1,761	1,727	102.9	65.3	76.0
Norwich Town,.....	.....	272	226	182	197	...	....	46	4	151	166	83.0	55.2	53.6
" Central,.....	.....	1,520	1,097	993	969	16	295	128	4	850	786	72.1	53.8	53.3
" West Chelsea,....	.....	919	887	659	654	...	71	142	11	572	557	96.5	61.4	55.9
" other Districts,....	.....	2,441	1,327	1,166	1,121	9	844	270	8	941	865	54.3	36.9	7.9
" complete,.....	23,048	5,152	3,537	3,000	2,941	25	1,210	586	27	2,514	2,374	68.6	47.4	52.2
Bozrah,.....	1,005	209	224	194	133	6	...	1	1	142	92	107.1	55.9	71.5
Colchester,.....	2,988	566	582	505	465	6	5	6	3	401	356	102.8	66.8	75.0
East Lyme,	2,048	406	390	343	309	7	...	29	7	263	256	96.0	63.9	70.6
Franklin,	585	108	119	97	73	1	3	1	...	75	60	110.1	62.5	70.4
Griswold,.....	3,113	609	655	533	444	2	...	56	...	386	331	93.7	51.2	73.3
Groton,	5,539	1,094	1,035	925	860	26	37	55	10	714	627	94.6	61.2	75.1
Lebanon,	1,670	339	350	273	209	6	...	11	2	220	164	103.2	50.6	70.6
Lebanon,	1,183	252	266	230	190	22	...	18	1	171	138	105.5	61.3	73.5
Lisbon,	548	101	112	101	102	3	7	...	...	63	56	116.8	58.0	58.6
Lyme,	977	185	172	143	127	7	8	13	...	104	98	92.9	54.5	71.8
Montville,.....	2,344	454	447	386	272	10	...	28	2	279	189	98.4	51.5	71.1
North Stonington,....	1,463	349	358	292	256	8	8	15	2	238	209	102.5	64.6	81.5
Old Lyme,	1,319	240	202	165	162	1	36	10	2	126	103	84.1	47.7	70.0
Preston,	2,555	626	619	551	429	11	...	56	9	420	330	98.8	59.9	70.5
Salem,	481	94	113	87	67	7	...	8	1	63	44	120.2	50.0	62.4
Sprague,.....	1,106	349	262	229	183	...	90	3	...	155	125	75.0	40.1	67.9
Stonington,.....	1,369	1,221	1,221	1,072	957	45	167	89	7	872	715	89.1	59.7	80.6
Voluntown,.....	1,060	271	301	229	195	1	...	45	2	148	132	111.0	51.6	60.0
Waterford,.....	2,661	647	597	438	333	3	67	12	4	325	237	78.3	43.4	72.8
21 TOWNS.	76,634	16,179	14,221	12,137	10,950	284	1,767	1,498	120	9,440	8,413	87.8	55.1	77.3

FAIRFIELD COUNTY.

TOWNS.	Population. 1890.	Enumerated October, 1890.	Registered.			In Private Schools.	Between 8 and 14 In no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.		Winter.	Summer.			
Bridgeport,	48,866	12,203	8,260	6,586	6,467	265	2,924	719	6,130	67.6	50.5	94.5
Danbury,	19,473	4,214	2,827	2,414	2,310	66	700	25	1,904	67.0	40.3	82.1
Bath,	3,401	680	660	599	565	17	5	1	460	97.0	64.0	75.5
Brookfield,	989	223	202	170	175	2	15	1	419	90.5	44.3	57.3
Durien,	2,270	364	254	230	208	2	26	9	144	138	38.7	64.3
Easton,	1,001	124	139	129	120	2	...	2	105	69.7	67.3	67.0
Fairfield,	3,868	749	597	528	430	29	60	5	88	79	112.0	68.4
Greenwich,	10,131	2,017	1,374	1,161	994	20	363	14	348	70.7	43.7	70.3
Huntington,	4,006	915	784	652	632	19	...	83	703	68.1	37.5	70.3
Monroe,	994	178	179	166	139	6	...	2	401	81	100.5	72.7
New Canaan,	2,701	525	455	437	404	12	70	...	391	260	86.6	66.7
New Fairfield,	670	147	144	123	121	2	2	...	68	60	97.9	52.4
Newtown,	3,539	798	698	659	638	14	42	71	442	427	87.4	67.0
Norwalk,	17,747	3,488	2,831	2,431	2,197	61	465	19	1,849	1,075	81.1	59.5
Redding,	1,516	240	226	195	181	4	11	16	3	120	94.1	47.7
Ridgefield,	2,235	410	409	354	344	9	2	7	215	100	94.1	60.9
Sherman,	668	140	121	102	85	1	13	3	233	54	54.0	64.1
Stamford,	15,700	3,434	2,527	2,240	1,961	132	523	116	1,259	1,453	86.4	61.4
Straford,	2,608	545	433	386	317	20	28	54	239	73.5	40.3	75.7
Trumbull,	1,453	271	254	218	217	4	9	6	138	84.0	51.3	75.2
Weston,	772	117	142	115	115	...	...	...	75	132	93.7	62.0
Westport,	3,715	757	570	494	398	12	58	29	75	121.3	64.1	65.2
Wilton,	1,722	355	314	205	274	...	9	19	339	260	75.2	67.1
23 Towns.	150,081	32,864	24,400	20,684	19,292	699	3,521	972	15,553	15,443	48.6	80.0

SCHOLARS.

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WINDHAM COUNTY.

TOWNS.	Population. 1890.	Enumerated October, 1890.	Registered.			In Private Schools.	In no School.	Between 12 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
Brooklyn,.....	2,628	660	368	283	267	8	134	156	217	201	55.7	31.6	76.0
Ashford,.....	778	146	153	135	105	3	2	1	108	79	104.7	64.0	77.9
Canterbury, ..	947	195	220	199	145	20	...	16	140	103	112.8	62.8	76.6
Chaplin,.....	542	98	90	78	65	9	...	3	62	53	91.8	58.6	89.4
Eastford,.....	561	128	140	114	97	7	...	7	88	66	109.3	60.1	72.9
Hampton,.....	632	129	147	126	106	8	...	4	101	83	113.9	71.3	79.3
Killingly,.....	7,027	1,553	1,433	1,104	1,072	54	100	79	819	810	92.2	52.4	74.8
Plainfield, ...	4,582	973	979	785	718	14	...	39	581	532	100.6	57.1	74.0
Pomfret,.....	1,471	277	260	228	190	6	...	12	177	157	93.8	60.2	79.9
Punam,.....	6,312	1,417	620	579	518	33	631	291	490	393	43.7	31.1	86
Scotland,.....	560	87	89	79	63	3	...	1	65	48	102.2	64.9	79.5
Sterling,.....	1,051	202	200	219	200	6	...	18	159	132	99.1	55.5	69.5
Thompson,.....	5,586	1,407	659	494	474	12	600	332	398	395	46.8	27.1	88.8
Windham, ...	10,032	2,194	1,280	1,097	919	67	786	128	855	763	58.3	36.8	80.2
Woodstock, ..	2,309	467	400	358	293	21	3	5	316	239	98.5	59.4	85.2
15 Towns.	45,158	9,993	7,158	5,878	5,232	271	2,265	1,095	4,576	4,024	71.6	43.0	77.4

LITCHFIELD COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1890.	Registered.			In Private Schools.	In no School.	Between 8 and 14 In no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
Litchfield,	3,304	629	617	501	439	22	25	63	367	327	98.0	55.1	73.8
Barkhamsted,	1,130	257	238	197	155	11	12	35	130	103	92.6	45.3	66.1
Bethlehem,	543	100	97	75	55	4	...	2	52	50	97.0	51.0	72.8
Bridgewater,	617	105	118	98	84	5	3	12	66	54	112.3	57.1	65.9
Canaan,	970	171	175	150	106	4	7	5	101	83	102.3	53.8	71.8
Colebrook,	1,698	271	242	211	160	4	...	6	139	114	89.2	46.6	68.1
Cornwall,	1,283	300	312	254	230	5	5	37	203	183	104.0	64.3	79.7
Goshen,	972	194	177	145	105	4	15	14	97	65	91.2	41.7	64.8
Harwinton,	943	222	223	166	156	8	...	14	119	111	100.4	51.8	71.4
Kent,	1,883	303	298	259	207	7	21	...	168	129	98.3	49.0	63.7
Morris,	584	129	136	102	98	3	...	3	76	76	105.4	58.9	76.0
New Hartford,	3,160	726	387	316	304	11	274	136	234	211	53.3	30.6	71.7
New Milford,	3,917	763	711	604	592	33	31	59	413	355	97.1	50.3	69.4
Norfolk,	1,546	349	399	274	232	3	20	59	109	107	90.8	53.8	72.3
North Canaan,	1,683	310	334	288	238	13	11	42	208	175	104.7	60.0	72.8
Plymouth,	2,147	447	510	407	377	14	...	20	318	304	114.0	69.5	79.3
Roadbury,	936	199	195	151	155	5	13	7	103	97	97.9	53.5	60.6
Salisbury,	3,420	814	652	519	477	13	132	59	344	277	80.0	38.1	62.3
Sharon,	2,149	441	452	404	332	19	20	46	244	208	102.4	51.2	61.4
Thomaston,	3,278	800	729	623	612	20	12	79	549	511	91.1	65.8	85.8
Torrington,	6,648	1,349	1,394	1,147	1,058	60	...	247	876	755	104.0	60.8	73.9
Warren,	477	113	106	88	76	...	...	6	57	51	93.8	47.7	65.8
Washington,	1,633	318	286	244	200	3	21	5	163	141	88.0	47.7	68.4
Watertown,	2,323	460	425	359	318	12	15	30	260	240	92.3	54.3	73.8
Winchester,	6,183	1,208	879	725	756	45	295	79	575	568	72.7	47.3	71.1
Woodbury,	1,815	393	341	288	260	6	27	47	212	175	86.7	49.2	70.6
26 Towns.	53,542	11,362	10,367	8,595	7,702	334	959	1,112	6,273	5,543	91.2	51.9	72.5

MIDDLESEX COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1890.	Registered.				In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent of attend- ance on basis of enumeration.	Per cent of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			In Private Schools.				
										Winter.				Summer.
Middletown,.....	.....	1,049	860	761	693	2	....	58	569	595	81.9	51.1	73.8
“ City,.....	.....	1,719	1,208	972	946	96	493	371	842	895	70.2	47.0	85.8
“ Indust’l School,.....	.....	94	346	266	261	136	....	....	209	205	....	....	....
“ complete,.....	15,205	2,862	2,414	1,999	1,900	234	493	429	1,620	1,515	84.3	54.7	80.4
Haddam,.....	2,095	423	382	335	309	8	15	29	240	215	90.3	53.7	70.6
Chatham,.....	1,949	424	396	326	277	13	....	20	242	218	93.3	54.2	70.2
Chester,.....	1,301	288	250	208	197	7	7	31	157	153	86.8	53.8	70.5
Clinton,.....	1,384	235	39	31	27	....	172	30	25	18	16.5	9.1	74.1
Cromwell,.....	1,987	398	402	342	309	4	3	57	233	226	101.0	57.6	70.5
Durham,.....	856	131	149	123	111	1	....	19	84	65	113.7	50.8	63.6
East Haddam,.....	2,590	409	473	404	339	8	5	18	297	258	94.7	55.6	74.0
Essex,.....	2,235	337	299	269	266	4	14	28	205	215	88.7	62.3	78.5
Killingworth,.....	582	102	92	84	78	2	....	....	63	56	90.1	53.3	73.1
Middlefield,.....	1,002	182	171	140	131	4	8	8	108	104	93.9	58.2	73.2
Old Saybrook,.....	1,484	283	209	174	161	5	48	43	124	103	73.8	40.1	67.7
Portland,.....	4,687	1,060	618	576	509	9	262	153	422	444	61.1	41.7	81.6
Saybrook,.....	1,484	272	247	226	214	15	1	37	188	171	90.8	65.0	81.5
Westbrook,.....	574	132	133	120	99	....	....	1	85	60	100.7	54.9	66.2
15 Towns.	39,524	7,628	6,304	5,357	4,927	314	1,028	993	4,143	3,791	82.6	52.0	77.1

TOLLAND COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1890.	Registered.				In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter. Summer.		Over 16.			In Private Schools.				
Tolland,	1,037	207	175	115	2	5	1	115	93	84.5	50.2	78.1	
Andover,	401	65	58	48	6	7	3	36	34	89.2	53.8	78.6	
Bolton,	452	110	96	76	....	1	....	55	52	87.2	48.6	70.8
Columbia,	740	169	186	153	2	6	3	120	91	110.0	62.4	78.1	
Coventry,	1,875	372	364	304	10	20	1	243	203	97.8	59.9	79.5	
Ellington,	1,539	323	275	217	3	25	....	163	150	85.1	48.4	75.2
Hebron,	1,039	223	235	188	7	2	36	1	140	131	105.3	60.7	77.6
Mansfield,	1,911	349	349	295	4	....	....	224	224	100.0	64.1	80.5
Somers,	1,407	290	289	240	3	12	....	197	181	99.6	65.1	81.4
Stafford,	4,535	978	699	608	6	57	....	490	411	71.4	46.0	78.2
Union,	431	86	89	68	1	8	....	48	39	103.4	50.5	70.1
Vernon,	8,808	2,045	1,481	1,241	66	328	38	1,024	999	72.4	49.4	83.0	
Willington,	906	198	220	187	2	8	5	141	97	111.1	60.1	71.0	
13 Towns.	25,081	5,415	4,516	3,397	112	509	52	2,996	2,795	83.3	52.6	79.5	

SUMMARY BY COUNTIES.

COUNTIES.	Population, 1890.	Enumerated October, 1890.	Registered.			Over 16.	In Private Schools.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.				Winter.	Summer.			
Hartford.....	147,180	35,740	24,491	21,214	19,555	927	4,664	3,660	16,766	15,727	79.6	52.8	79.7
New Haven.....	209,058	47,060	37,448	33,440	31,980	1,078	5,208	8,599	26,482	25,733	79.5	55.4	80.1
New London.....	76,634	16,179	14,221	12,137	10,950	284	1,767	1,468	9,440	8,413	87.8	55.1	77.3
Fairfield.....	150,081	32,864	24,400	20,684	19,292	699	3,521	5,969	16,553	15,443	74.2	45.6	80.0
Windham.....	45,158	9,993	7,158	5,878	5,232	271	2,265	1,095	4,576	4,024	71.6	43.0	77.4
Litchfield.....	53,542	11,362	10,367	8,595	7,702	334	959	1,112	6,273	5,513	91.2	51.9	72.5
Middlesex.....	39,524	7,628	6,304	5,357	4,927	314	1,028	903	4,143	3,791	82.6	52.0	77.1
Tolland.....	25,081	5,415	4,516	3,773	3,397	112	684	509	2,996	2,705	83.3	53.6	79.5
The State.	746,258	161,241	128,995	110,778	103,035	4,019	20,396	23,345	87,229	81,379	79.0	52.2	78.8

HARTFORD COUNTY.

TOWNS.	Male.		Female		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford.....	30	30	167	167	\$131 83	\$85 10	.....	.....	.....	.....	167	..	28	..
Avon.....	..	..	7	7	.....	28 85	.....	.....	.....	.....	17	1	..	..
Berlin.....	..	..	12	12	.....	37 16	.....	.....	.....	.....	13	2	7	..
Bloomfield.....	..	..	9	9	.....	28 04	.....	1	.....	1	8	1	2	..
Bristol.....	4	4	27	28	115 00	44 97	.....	.....	.....	.....	30	5	21	..
Burlington.....	1	..	8	9	28 00	27 10	.....	.....	.....	2	6	3	1	..
Canton.....	2	2	13	13	96 00	36 64	.....	.....	.....	.....	15	..	2	..
East Granby.....	1	..	6	6	36 00	24 75	.....	.....	.....	5	3	5	2	..
East Hartford.....	3	3	19	19	63 85	34 12	.....	.....	.....	.....	22	3	3	..
East Windsor.....	2	2	16	16	86 10	32 08	.....	.....	.....	.....	15	..	7	..
Enfield.....	5	4	25	26	71 77	34 43	.....	.....	.....	.....	30	4	19	..
Farmington.....	1	1	18	18	140 00	39 11	.....	.....	.....	5	13	1	12	..
Glastonbury.....	1	1	19	19	36 00	28 85	.....	.....	.....	.....	4	..	4	..
Granby.....	2	2	9	9	27 46	26 21	.....	1	.....	1	11	1	3	..
Hardland.....	1	..	6	9	20 00	20 54	1	6	.....	.....	3	..	..	..
Manchester.....	2	2	26	26	164 41	40 90	.....	.....	.....	.....	27	4	26	..
Marlborough.....	..	..	4	4	.....	24 16	.....	.....	.....	2	46	1	24	..
New Britain.....	3	3	41	43	160 66	46 00	.....	.....	.....	.....	8	..	..	..
Newington.....	1	1	3	3	35 50	34 66	.....	.....	.....	.....	1	1	1	..
Plainville.....	1	1	7	7	126 31	40 00	.....	.....	.....	.....	4	1	2	..
Rocky Hill.....	..	..	5	5	.....	27 54	.....	1	.....	.....	3	2	..	..
Simsbury.....	1	1	12	12	50 00	30 50	.....	.....	.....	.....	13	2	..	..
Southington.....	7	7	21	21	78 99	41 61	.....	.....	.....	.....	27	3	3	..
South Windsor.....	2	2	11	11	48 00	33 45	.....	.....	.....	.....	13	2	..	..
Suffield.....	2	2	16	16	37 00	35 25	.....	.....	.....	.....	18	4	6	..
West Hartford.....	1	1	12	12	108 08	40 00	.....	.....	.....	.....	12	1	3	..
Wethersfield.....	1	1	7	7	100 00	29 76	.....	.....	.....	.....	4	1	3	..
Windsor.....	3	3	12	12	57 33	46 13	.....	.....	.....	.....	15	1	3	..
Windsor Locks.....	1	1	5	5	133 33	39 80	.....	.....	.....	.....	6	..	..	..
20 Towns.....	78	74	543	549	\$102 96	\$43 17	1	9	.....	17	576	40	240	1

NEW HAVEN COUNTY.

TOWNS.	Male.		Female.		Average Wages.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New Haven City,.....	21	21	321	321	\$176 00	\$56 20	..	..	..	..	342	22	..	..
" " Westville,.....	1	1	6	6	100 00	50 83	..	..	..	..	7	..	..	..
" " South,.....	..	..	1	1	.....	40 00	..	..	..	..	1	..	1	..
" " complete,.....	22	22	328	328	\$172 54	\$56 05	..	..	..	..	350	22	1	..
Ansonia,.....	2	2	36	36	135 00	46 92	..	..	..	..	33	2	6	..
Beacon Falls,.....	3	..	3	3	.....	26 66	..	..	..	1	1	1	1	..
Bethany,.....	..	..	5	5	.....	27 60	..	..	..	1	5	3	..	..
Branford,.....	1	1	16	16	136 31	33 45	..	..	..	..	17	1	..	..
Cheshire,.....	1	1	11	11	45 00	31 36	..	..	..	..	12	1	2	..
Derby,.....	4	4	22	22	86 25	42 27	..	..	..	..	26	..	3	..
East Haven,.....	..	..	3	3	.....	32 00	..	..	..	..	3	1	..	..
Gulford,.....	2	1	15	16	78 33	31 00	..	1	5	5	16	5	1	..
Hamden,.....	..	..	16	16	.....	31 75	..	..	..	..	7	4	2	..
Madison,.....	2	1	11	11	31 66	30 85	..	..	1	4	10	1	2	..
Meriden,.....	9	9	78	78	135 55	47 04	..	..	..	..	85	3	25	..
Middlebury,.....	..	..	4	4	.....	29 29	..	..	..	..	3	1	..	..
Milford,.....	1	1	11	11	111 11	33 63	..	..	..	1	11	..	2	..
Naugatuck,.....	3	3	22	22	103 33	40 45	..	..	..	..	22	..	2	..
North Branford,.....	1	1	6	6	.....	33 50	..	..	..	..	4	1	..	..
North Haven,.....	1	1	9	9	36 00	33 77	..	..	..	..	9	2	1	..
Orange,.....	..	..	22	21	.....	37 41	..	..	..	..	19	3	4	..
Oxford,.....	1	1	10	11	24 00	24 00	1	1	9	9	10	6	3	..
Prospect,.....	..	..	4	4	.....	27 90	..	..	..	..	4	2	..	..
Seymour,.....	1	1	13	13	158 00	39 84	..	..	..	..	13	..	3	..
Southbury,.....	..	..	8	8	.....	25 75	..	..	5	5	7	1	..	..
Wallingford,.....	3	3	28	28	99 00	40 59	..	..	..	..	30	3	10	..
Waterbury,.....	..	..	14	14	.....	35 85	..	..	..	..	14	3	5	..
" " Centre,.....	5	6	88	88	125 00	52 27	..	..	..	..	83	11	10	..
" " complete,.....	5	6	102	102	\$125 00	\$50 01	..	..	..	..	97	14	21	..
Wolcott,.....	..	..	6	6	.....	24 00	..	..	6	6	3	2	..	..
Woodbridge,.....	2	2	4	4	35 46	35 95	..	..	..	..	6	1	3	..
26 Towns.	60	58	793	794	\$129 65	\$47 19	2	2	2	32	802	80	99	..

TEACHERS.

NEW LONDON COUNTY.

TOWNS.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New London,.....	3	3	50	50	\$93 33	\$42 00	..	..	..	..	53	6	2	..
Norwich Town,.....	1	1	4	4	80 00	35 00	..	..	..	..	2	3	2	..
“ Central,.....	2	2	28	28	130 00	50 00	..	..	..	..	30	..	4	..
“ West Chelsea,.....	1	1	18	18	100 00	32 22	..	..	..	..	19	2	..	..
“ other Districts,.....	4	4	30	30	92 50	33 54	..	2	..	1	34	..	2	..
“ complete,	8	8	08	80	101 25	39 07	..	2	..	1	85	5	8	..
Bozrah,.....	1	..	6	7	34 00	27 56	..	..	..	3	4	5	1	..
Colchester,.....	5	1	13	17	27 00	32 14	..	1	3	6	11	3	4	..
East Lyme,.....	3	3	9	9	38 00	29 72	..	..	..	4	7	1	1	..
Franklin,.....	1	1	5	5	22 00	23 90	1	1	1	4	5	..	..	..
Griswold,.....	4	4	14	14	47 27	29 19	..	1	2	9	14	..	2	..
Groton,.....	5	4	19	19	60 18	37 82	..	1	1	..	18	3	6	..
Lebanon,.....	4	1	11	13	29 12	26 69	..	..	1	4	11	1	3	..
Ledyard,.....	3	1	9	11	22 59	19 05	1	10	1	1	6	2	..	..
Lisbon,.....	2	2	4	4	19 33	19 16	2	4	2	5	..	1	1	..
Lyme,.....	3	..	4	7	24 66	20 20	2	2	2	..	..	1	..	..
Montville,.....	5	2	10	12	48 90	29 38	..	..	..	3	12	6	..	1
North Stonington,.....	4	..	10	14	28 50	26 87	1	1	..	5	8	8	3	..
Old Lyme,.....	4	..	4	8	30 00	26 11	1	3	..	..	8	2	2	..
Preston,.....	7	4	10	13	41 09	24 01	..	4	..	3	11	4	2	..
Salem,.....	..	..	7	7	..	19 16	..	6	..	1	..	3	2	1
Sprague,.....	2	2	5	5	62 50	33 46	..	..	..	..	7	..	3	..
Stonington,.....	5	5	29	29	75 02	37 08	..	..	..	..	29	11	5	..
Voluntown,.....	1	1	8	6	52 78	26 97	..	..	..	..	3	..	1	..
Waterford,.....	4	2	8	10	36 00	31 34	..	..	..	2	8	5	1	..
21 Towns.	74	44	315	340	\$53 43	\$33 72	5	36	10	52	306	67	47	2

FAIRFIELD COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Bridgeport,.....	9	6	149	151	\$31 68	\$50 20	..	..	..	..	151	..	04	..
Danbury,....	5	5	53	53	38 69	38 69	..	..	..	..	55	2	2	..
Bethel,.....	1	1	14	14	85 00	36 00	..	..	..	..	12	2	2	..
Brookfield,....	4	3	4	5	32 00	28 66	..	..	1	1	5	1	..	..
Darien,.....	3	3	3	3	58 33	48 33	..	..	..	..	8	1	1	..
Easton,.....	1	1	6	7	22 50	22 34	..	..	1	7	5	3	..	..
Fairfield,....	5	5	14	13	64 00	38 35	..	..	..	..	18	3	..	1
Greenwich,....	3	3	28	28	79 16	37 89	..	..	..	..	30	10	..	1
Huntington,....	2	2	20	20	81 66	31 44	..	..	..	..	10	3	..	..
Monroe,.....	..	..	7	7	.....	27 97	..	..	..	..	7	..	..	..
New Canaan,....	1	1	15	15	86 00	26 73	..	..	..	..	15	..	..	..
New Fairfield,....	..	..	7	7	.....	27 00	..	..	..	..	2	..	..	..
Newtown,.....	4	3	20	21	41 28	28 29	..	..	..	5	21	4	..	..
Norwalk,.....	9	9	46	46	92 77	47 68	..	..	..	..	55	1	01	..
Redding,.....	1	..	7	8	25 00	25 93	..	..	1	5	7	1	..	..
Ridgefield,....	3	3	10	10	41 50	30 20	..	..	..	..	13	..	4	..
Sherman,.....	..	..	6	6	.....	24 16	..	..	..	..	2	1	..	..
Stamford,.....	9	9	54	55	93 11	46 68	..	..	..	5	62	7	23	1
Stratford,.....	1	1	8	8	120 00	40 37	..	..	..	..	8	..	..	..
Trumbull,.....	1	1	6	6	40 00	30 16	..	..	..	..	7	1	..	..
Weston,.....	2	3	3	2	23 32	19 20	..	3	3	..	..	2	..	..
Westport,.....	3	3	10	8	40 83	42 24	..	..	..	..	11	1	1	..
Wilton,.....	4	4	6	6	30 07	23 50	..	1	..	3	1	2	..	..
23 Towns.	68	66	496	499	\$73 05	\$41 27	..	5	5	34	517	48	108	3

TEACHERS.

WINDHAM COUNTY.

TOWNS.	Male.		Female.		Average Wages Per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Brooklyn,.....	3	1	9	10	\$52 83	\$33 60	..	..	..	3	9	2	1	1
Ashford,.....	1	..	9	10	19 52	19 53	1	10	..	..	1	..	..	..
Canterbury,.....	1	..	10	10	21 66	22 05	..	2	1	8	6	5	3	..
Chaplin,.....	..	..	3	3	.....	24 88	..	..	..	2	2	..	2	..
Eastford,.....	2	1	5	5	21 58	20 01	1	4	1	2	4	1	..	..
Hampton,.....	3	1	4	6	23 98	21 30	..	3	3	3	2	1	2	..
Killingly,.....	6	6	26	26	64 50	35 26	..	..	..	2	29	3	3	..
Plainfield,.....	3	3	18	18	57 16	31 56	..	..	1	1	17	7	2	..
Pomfret,.....	2	1	5	7	33 00	27 55	..	1	..	3	3	2	..	..
Putnam,.....	3	3	14	14	101 13	36 73	..	..	..	..	14	..	..	..
Scotland,.....	..	..	5	5	.....	24 89	..	..	..	1	4	3	1	..
Sterling,.....	2	2	6	6	32 50	23 95	1	1	1	3	7	..	2	..
Thompson,.....	7	6	11	12	40 05	37 93	..	..	..	..	18	4	1	..
Windham,.....	7	7	39	39	86 70	43 39	..	..	..	..	36	4	18	..
Woodstock,.....	8	4	8	12	33 00	25 25	..	..	..	7	8	9	..	..
15 Towns.	48	35	172	183	\$54 19	\$32 79	2	21	7	35	160	41	35	1

LITCHFIELD COUNTY.

TEACHERS.

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TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Litchfield,.....	2	1	16	18	\$70 00	\$32 00	..	8	..	..	10	3	2	..
Barkhamsted,.....	..	..	11	10	.....	22 69	..	..	..	1	6	..	..	..
Bethlehem,.....	1	..	4	5	36 00	22 66	..	2	..	2	3	2	1	..
Bridgewater,.....	2	1	4	5	33 04	23 59	..	1	..	3	4	1	..	..
Canaan,.....	..	..	9	9	.....	21 39	..	4	..	5	8	1	..	1
Colebrook,.....	2	..	8	10	24 92	21 80	..	4	..	4	4	3	2	1
Cornwall,.....	2	..	13	15	22 92	23 05	1	6	..	7	6	2	2	1
Goshen,.....	..	..	10	9	.....	21 40	..	5	..	5	6	2	1	..
Harwinton,.....	4	..	7	10	28 50	24 82	..	1	..	1	5	3	2	..
Kent,.....	7	4	4	7	26 72	21 63	..	2	..	2	3	4	2	..
Morris,.....	1	..	5	6	22 00	23 72	..	2	..	1	3	4	..	..
New Hartford,.....	3	3	9	9	61 11	30 00	..	..	..	..	9	2	1	..
New Milford,.....	10	2	12	20	38 50	28 60	..	1	..	5	14	7	..	1
Norfolk,.....	1	1	10	10	44 00	26 53	..	1	..	5	9	4	1	..
North Canaan,.....	3	2	6	6	58 17	29 66	..	..	..	..	8	..	..	..
Plymouth,.....	1	1	14	14	100 00	37 84	..	..	..	..	14	4	2	..
Roxbury,.....	3	2	4	5	29 20	25 88	..	..	..	1	3	7	..	..
Salisbury,.....	..	..	18	18	.....	32 22	..	..	..	..	18	7	1	1
Sharon,.....	2	1	17	18	82 07	25 60	..	6	..	..	19	3	..	..
Thomaston,.....	2	2	12	12	82 11	38 16	..	..	..	..	14	2	5	..
Torrington,.....	1	1	25	26	180 00	39 78	..	..	..	..	24	1	5	..
Warren,.....	1	1	9	5	25 00	20 13	..	5	..	..	3	3	1	..
Washington,.....	3	2	10	10	36 62	24 58	..	..	..	8	9	6	7	..
Watertown,.....	1	..	10	11	30 00	35 07	..	..	..	..	6	7	4	1
Winchester,.....	2	2	21	21	121 00	40 57	..	1	..	..	21	4	1	..
Woodbury,.....	3	1	11	13	32 58	26 04	..	..	..	4	12	5	1	..
26 Towns.	57	26	274	302	\$50 73	\$29 71	1	49	11	73	248	84	40	5

MIDDLESEX COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Middletown,	1	..	21	21	\$32 80	\$34 14	..	..	..	..	21	2	..	..
" City,	2	2	21	21	102 50	48 13	..	..	..	..	23	..	6	..
" Industrial School, ..	..	..	5	5	.....	25 00	..	..	..	5	2	..	2	..
" complete,	3	2	47	47	88 56	39 41	..	..	..	5	46	2	8	..
Haddam,	2	..	12	14	27 90	26 59	..	..	..	5	10	6	..	..
Chatham,	2	2	12	11	47 33	27 90	..	..	..	3	13	..	..	..
Chester,	2	2	3	3	39 40	34 66	..	..	..	..	5	..	1	..
Clinton, .....	..	..	3	3	.....	30 00	..	..	..	..	3	3	..	..
Cromwell, .....	..	..	8	8	.....	36 16	..	..	..	..	8	..	4	..
Durham,	1	1	5	5	25 00	24 80	..	..	..	3	6	3	..	1
East Haddam,	1	1	17	18	31 33	27 36	..	1	1	9	17	..	6	..
Essex,	3	3	5	5	54 25	36 80	..	..	..	..	7	..	2	..
Killingworth, .....	..	..	7	7	.....	21 27	..	3	..	4	4	3	3	..
Middlefield, .....	..	..	5	5	.....	31 12	..	..	..	..	5	1	2	..
Old Saybrook, .....	..	..	4	4	.....	36 00	..	..	..	..	4	..	..	..
Portland,	3	3	14	15	91 67	40 17	..	..	..	..	17	1	4	..
Saybrook,	1	1	5	5	80 00	33 06	..	..	..	..	5	..	1	..
Westbrook, .....	..	..	6	6	.....	24 16	..	..	..	6	4	2	..	..
15 Towns.	18	15	153	156	\$60 41	\$33 20	..	4	2	32	154	21	31	1

TOLLAND COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Tolland,.....	4	1	5	7	\$24 36	\$24 63	..	..	4	7	4	5	1	..
Andover,.....	..	..	2	1	..	36 08	..	..	..	..	..	..	..	..
Bolton,.....	1	1	3	4	29 00	25 90	..	..	..	1	1	..	..	..
Columbia,.....	1	..	7	8	24 00	21 67	..	1	1	7	6	2	..	..
Coventry,	6	6	6	6	29 26	31 29	..	..	..	1	12	1	..	..
Ellington,	1	1	8	9	32 00	30 35	..	..	..	..	4	..	2	..
Hebron,.....	1	1	9	8	26 00	24 47	..	..	1	6	6	2	..	..
Mansfield,...	6	4	7	9	26 90	20 10	..	..	1	4	5	4	2	..
Somers,.....	1	..	11	12	28 00	30 43	..	..	..	..	5	1	..	..
Stafford,....	4	4	22	22	45 59	32 53	..	1	1	1	25	1	4	..
Union,.....	2	1	3	5	23 33	22 64	..	..	3	5	4	1	..	..
Vernon,.....	2	2	31	31	133 25	38 04	..	..	..	..	31	7	13	..
Willington,...	2	2	6	7	20 00	21 23	2	6	..	..	..	..	..	..
13 Towns.	31	23	120	129	\$37 34	\$30 45	2	8	11	36	103	24	24	..

TEACHERS.

SUMMARY BY COUNTIES.

COUNTIES.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose wages was from \$20 to \$25 per month.		Continuously employed.	Beginners	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford,	78	74	543	549	\$102 96	\$43 17	1	9	..	17	576	40	240	1
New Haven,	60	58	793	794	129 65	47 19	..	2	2	32	802	80	99	..
New London,	74	44	315	340	53 43	33 72	5	36	10	52	306	67	47	2
Fairfield, ...	68	66	496	499	73 05	41 27	..	5	5	34	517	48	108	3
Windham,	48	35	172	183	54 19	32 79	2	21	7	35	160	41	35	1
Litchfield,	57	26	274	302	50 73	29 71	1	49	11	73	248	84	40	5
Middlesex,	18	15	153	156	60 41	33 20	..	4	2	32	154	21	31	1
Tolland,	31	23	120	129	37 34	30 45	2	8	11	36	103	24	24	..
The State,	434	341	2,866	2,952	\$77 11	\$39 84	11	134	48	311	2,866	405	624	13

SCHOOLS, SCHOOL HOUSES,
AND LIBRARIES.

HARTFORD COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.							Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.	High Schools.		
Hartford,.....	10	18	145	7,416	3	1	1	.	9	..	1	190.28	5
Avon,.....	7	7	7	270	..	..	..	..	..	..	..	172.00	..
Berlin,.....	9	10	12	570	3	..	..	..	.	..	..	179.00	..
Bloomfield,	9	9	9	323	..	..	..	..	..	5	..	150.00	..
Bristol,	12	12	28	1,337	2	1	2	..	1	..	1	196.67	..
Burlington,.....	9	9	9	300	..	..	..	..	..	2	..	170.55	..
Canton,	8	8	14	773	..	..	..	..	1	1	..	182.00	..
East Granby,.....	6	6	7	158	1	..	..	..	..	2	..	145.85	..
East Hartford,.....	10	11	21	928	4	1	..	1	..	..	1	180.00	..
East Windsor,	11	11	18	739	..	1	..	..	1	1	.	181.66	..
Enfield,.....	13	13	33	1,036	1	2	1	..	1	2	..	167.72	..
Farmington,	7	9	18	765	..	1	..	..	1	2	..	188.33	..
Glastonbury,.....	18	18	20	691	2	..	.	..	..	2	..	179.60	..
Granby,	10	10	11	356	1	..	..	..	.	2	..	156.36	..
Hartland,	7	7	7	124	..	..	..	..	..	5	..	149.57	..
Manchester,.....	9	9	32	1,586	3	..	..	..	2	..	..	191.50	..
Marlborough,	4	4	4	124	..	..	.	..	..	2	..	147.50	..
New Britain,.....	1	16	46	3,200	1	1	3	..	2	..	1	190.00	5
Newington,.....	4	4	4	162	..	..	..	..	..	..	..	179.75	..
Plainville,	1	1	7	400	..	..	..	..	1	..	..	190.00	..
Rocky Hill,.....	4	4	5	190	1	..	..	..	..	..	..	177.00	..
Simsbury,.....	12	12	13	528	1	..	..	..	..	2	..	176.53	..
Southington,.....	11	13	28	1,314	1	1	..	..	2	..	1	180.00	..
South Windsor,	10	11	13	486	2	..	..	..	..	1	..	178.00	..
Suffield,	11	11	18	633	5	1	..	..	.	..	.	180.00	..
West Hartford,	1	10	13	410	3	..	..	..	..	..	1	185.00	..
Wethersfield,.....	6	7	8	357	1	..	..	..	..	..	1	189.81	..
Windsor,	10	11	15	696	2	1	..	..	..	..	1	176.00	..
Windsor Locks,.....	1	1	5	480	..	..	..	1	..	..	..	200.00	..
29 Towns.	231	272	570	26,352	37	11	7	2	21	29	8	182.60	10

HARTFORD COUNTY.

TOWNS.	SCHOOL HOUSES.				LIBRARIES.				
	Number.	No. Poor. Built during year.	Cost of New.	Estimated value of sites and build- ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Hartford,	18	1	1 \$140,000 00	\$1,121,000 00	7	6,000	6	\$370 00	1
Avon,	7	1	..	3,900 00	..	..	..	..	1
Berlin,	10	1	..	8,450 00	1	406	1	5 00	1
Bloomfield,	9	..	..	6,875 00	2	40	..	..	..
Bristol,	12	..	1 30,675 10	83,300 00	13	1,600	13	115 00	1
Burlington,	9	..	..	3,300 00	2	25	1	5 00	..
Canton,	8	1	1 5,000 00	18,400 00	1	100	1	20 00	..
East Granby,	6	1	..	1,425 00	1	50	..	..	..
East Hartford,	13	..	..	30,350 00	6	300	1	10 00	1
East Windsor,	11	..	..	23,700 00	..	..	1	5 00	1
Enfield,	16	1	..	53,900 00	3	1,250	13	95 00	..
Farmington,	9	..	..	36,800 00	4	650	3	40 00	1
Glastonbury,	18	1	..	18,150 00	14	475	18	130 00	..
Granby,	10	..	..	6,500 00	..	..	1	5 00	1
Hartland,	7	1	..	1,850 00	..	..	..	..	..
Manchester,	9	..	..	51,800 00	9	1,209	9	100 00	1
Marlborough,	4	..	..	2,000 00	..	..	1	5 00	..
New Britain,	10	..	..	263,000 00	5	800	1	230 00	1
Newington,	5	..	..	4,850 00	4	327	..	..	..
Plainville,	1	..	..	10,900 00	1	75	..	..	1
Rocky Hill,	4	..	..	3,300 00	..	..	..	..	..
Simsbury,	12	1	..	11,100 00	..	..	..	..	1
Southington,	12	..	..	71,700 00	2	600	3	45 00	..
South Windsor,	11	..	..	9,050 00	8	200	11	55 00	..
Suffield,	11	..	1 12,000 00	28,200 00	7	650	1	5 00	1
West Hartford,	9	..	..	30,000 00	9	700	1	45 00	1
Wethersfield,	7	1	..	8,500 00	2	200	1	5 00	1
Windsor,	10	1	..	29,700 00	1	241	3	20 00	1
Windsor Locks,	2	..	..	30,000 00	1	600	..	..	1
29 Towns.	270	11	4 \$187,675 10	\$1,972,000 00	103	16,498	90	\$1,310 00	17

NEW HAVEN COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.			
New Haven City,.....	1	39	270	13,268	2	4	9	..	20	..	1	200.00	12
“ Westville,....	1	1	6	330	..	..	..	..	1	..	..	200.00	..
“ South,.....	1	1	1	48	..	..	..	..	..	..	..	180.00	..
“ complete,....	3	41	277	13,646	2	4	9	..	21	..	1	199.92	12
Ansonia,	3	5	35	1,990	1	..	..	..	4	..	..	200.00	..
Beacon Falls,.....	3	2	3	145	1	..	..	..	..	..	..	142.00	..
Bethany,.....	5	5	5	128	..	..	..	..	..	..	..	150.40	..
Branford,.....	1	8	17	838	1	1	..	..	1	..	1	190.00	..
Cheshire,.....	12	12	12	386	..	..	..	..	..	2	..	180.00	..
Derby,	4	4	20	1,075	..	..	1	1	1	..	..	198.50	..
East Haven,.....	2	3	3	122	1	..	..	..	..	..	..	190.00	..
Guilford,	10	14	18	597	..	3	..	5	..	6	1	172.77	..
Hamden,.....	13	13	16	610	3	..	..	..	..	..	..	190.00	..
Madison,.....	12	13	13	385	..	..	..	..	..	2	..	151.15	..
Meriden,.....	12	13	77	3,824	1	1	3	1	6	..	1	200.00	..
Middlebury,	6	4	4	125	..	..	..	..	..	..	..	180.75	..
Milford,	1	5	11	462	..	..	..	..	1	..	..	180.00	..
Naugatuck,	6	6	24	1,138	..	..	..	..	2	1	..	197.50	..
North Branford,.....	7	6	6	180	..	..	..	..	..	1	..	163.33	..
North Haven,.....	8	7	10	352	1	1	..	..	..	..	..	180.00	..
Orange,.....	8	9	19	974	1	..	..	..	1	2	1	187.00	..
Oxford,	13	11	11	378	..	..	..	..	..	3	..	149.54	..
Prospect,.....	1	4	4	96	..	..	..	..	..	2	..	151.25	..
Seymour,.....	1	5	13	685	..	..	..	..	1	1	1	186.00	..
Southbury,.....	9	8	8	259	..	..	..	..	..	1	..	164.00	..
Wallingford,	9	12	30	1,379	..	1	..	..	2	2	..	187.33	..
Waterbury,.....	10	9	14	558	2	..	1	..	..	1	..	177.89	..
“ Center,.....	1	14	74	4,320	2	1	5	..	6	..	1	193.00	8
“ complete, ..	11	23	88	4,878	4	1	6	..	6	1	1	190.59	8
Wolcott,	1	6	6	174	..	..	..	..	..	..	..	150.00	..
Woodbridge,.....	6	6	6	198	..	..	..	..	..	2	..	180.00	..
26 Towns.	167	245	736	35,024	16	12	19	7	46	26	7	191.75	20

NEW HAVEN COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and build-ings.	No. of Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
New Haven City,.....	39	1	1	\$16,000 00	\$886,227 00	12	14,000	1	\$780 00.	
“ Westville,...	1	..	..	.....	20,000 00	1	600	..	.....	..
“ South,.....	1	..	..	.....	4,000 00	..	....	..	.....	..
“ complete,...	41	1	1	\$16,000 00	\$910,227 00	13	14,600	1	\$780 00	1
Ansonia,.....	5	..	..	.....	64,000 00	2	2,770	2	95 00	1
Beacon Falls,.....	3	..	..	.....	3,400 00	..	....	..	.....	..
Bethany,.....	5	1	..	.....	2,275 00	1	40	..	.....	..
Branford,.....	9	..	..	.....	24,600 00	1	600	1	40 00	..
Cheshire,.....	12	..	..	.....	7,600 00	2	80	10	50 00	1
Derby,...	4	..	..	.....	51,500 00	3	1,129	3	50 00	1
East Haven,.....	3	1	..	.....	2,000 00	2	79	..	.....	..
Guilford,.....	13	..	..	.....	12,050 00	3	500	3	30 00	..
Hamden,.....	13	1	..	.....	11,200 00	..	....	..	.....	..
Madison,.....	12	2	..	.....	7,075 00	..	....	1	5 00	1
Meriden,.....	18	..	..	.....	326,778 25	11	2,000	12	280 00	..
Middlebury,.....	4	..	..	.....	1,600 00	1	13	1	10 00	1
Milford,.....	5	..	..	.....	20,000 00	1	75	..	.....	1
Naugatuck,.....	11	3	1	9,521 12	26,800 00	2	633	1	35 00	1
North Branford,.....	6	1	..	.....	3,625 00	..	....	..	.....	..
North Haven,.....	8	2	..	.....	7,600 00	7	850	3	15 00	1
Orange,.....	11	1	..	.....	40,650 00	..	....	1	5 00	..
Oxford,.....	12	5	..	.....	2,400 00	4	100	..	.....	1
Prospect,.....	4	..	1	555 60	1,205 60	..	....	1	10 00	1
Seymour,.....	7	..	..	.....	54,400 00	1	280	1	40 00	1
Southbury,.....	9	2	..	.....	3,500 00	..	....	..	.....	..
Wallingford,.....	12	1	1	700 00	61,050 00	..	....	2	55 00	1
Waterbury,.....	9	..	..	.....	18,100 00	4	399	2	10 00	..
“ Center,....	14	1	1	40,000 00	430,000 00	1	600	1	220 00	1
“ complete,...	23	1	1	\$40,000 00	\$448,100 00	5	999	3	\$230 00	1
Wolcott,.....	6	..	..	.....	2,150 00	..	....	..	.....	..
Woodbridge,.....	6	1	..	.....	4,000 00	6	867	6	30 00	..
26 Towns.	262	23	5	\$66,776 72	\$2,099,785 85	65	25,615	52	\$1,760 00	14

NEW LONDON COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.			
New London,	1	7	48	2,404	..	1	..	1	5	..	1	190.00	..
Norwich Town,	1	1	5	250	..	..	1	..	..	..	..	200.00	..
" Central,	1	6	25	1,239	1	3	1	..	6	..	..	195.00	..
" West Chelsea,	1	4	15	831	1	..	2	1	..	..	..	200.00	..
" other Districts, ...	9	9	28	1,531	2	..	1	1	1	1	..	193.92	..
" complete,	12	20	73	3,851	4	3	5	2	7	1	..	195.95	..
Bozrah,	7	7	7	247	..	..	..	..	..	1	..	158.57	..
Colchester,	12	11	18	635	..	..	2	..	..	2	..	179.41	..
East Lyme,	9	9	11	530	..	1	..	..	..	1	..	161.54	..
Franklin,	7	7	7	198	..	..	..	..	..	3	..	147.14	..
Griswold,	13	13	18	810	..	..	..	..	1	7	..	150.00	..
Groton,	11	11	24	1,224	2	..	1	2	..	..	..	177.75	..
Lebanon,	16	15	15	588	..	..	..	..	..	2	..	152.66	..
Ledyard,	14	12	12	413	..	..	..	..	..	2	..	145.33	..
Lisbon,	6	6	6	129	..	..	..	..	..	2	..	150.00	..
Lyme,	7	7	7	284	..	..	..	..	..	..	..	150.00	..
Montville,	12	12	15	666	1	1	..	..	..	4	..	154.00	..
North Stonington,	15	14	14	432	..	..	..	..	..	1	..	148.57	..
Old Lyme,	8	8	8	305	..	..	..	..	..	1	..	155.00	..
Preston,	12	11	17	770	2	..	..	1	..	..	..	171.17	..
Salem,	7	7	7	166	..	..	..	..	..	6	..	140.00	..
Sprague,	5	5	7	385	2	..	..	..	..	..	..	178.57	..
Stonington,	16	16	34	1,526	..	1	1	1	2	4	..	171.17	..
Voluntown,	8	8	9	328	..	..	..	..	..	2	..	136.66	..
Waterford,	11	11	14	625	3	..	..	..	..	..	..	145.71	..
21 Towns.	209	217	371	16,516	14	7	9	7	15	39	1	170.76	..

NEW LONDON COUNTY.

TOWNS.	SCHOOL HOUSES.				LIBRARIES.					
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and build- ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
New London,.....	8	3	1	\$49,000 00	\$173,000 00	7	3,512	1	\$125 00	1
Norwich Town,...	2	..	1	10,000 00	12,000 00	1	18	1	15 00	..
“ Central,.....	6	..	..	.....	167,000 00	1	525	1	60 00	1
“ West Chelsea,	4	..	..	.....	60,000 00	..	....	1	40 00	..
“ other Districts,	10	..	..	.....	84,900 00	4	579	4	65 00	..
“ complete,	22	..	1	10,000 00	\$323,900 00	6	1,122	7	\$180 00	1
Bozrah,.....	7	..	..	.....	5,300 00	1	12	..	.....	..
Colchester,.....	11	..	..	.....	5,950 00	10	670	5	40 00	1
East Lyme,.....	9	..	..	.....	9,900 00	3	117	1	5 00	..
Franklin,	7	1	..	.....	2,950 00	..	....	..	.....	1
Griswold,.....	12	1	..	.....	11,700 00	1	30	12	85 00	2
Groton,	12	1	..	.....	24,700 00	6	75	3	30 00	1
Lebanon,.....	16	3	..	.....	9,200 00	..	....	2	10 00	..
Ledyard,.....	14	2	..	.....	3,400 00	..	....	..	.....	1
Lisbon,.....	5	1	..	.....	1,900 00	..	....	..	.....	..
Lyme,	7	1	..	.....	2,725 00	..	....	..	.....	..
Montville,	13	1	..	.....	10,700 00	2	220	2	20 00	1
North Stonington,....	15	3	..	.....	7,200 00	6	150	..	.....	..
Old Lyme,.....	8	1	..	.....	1,650 00	2	....	..	.....	1
Preston,.....	12	3	..	.....	12,150 00	1	6	..	.....	..
Salem,.....	7	3	..	.....	4,000 00	..	....	1	5 00	..
Sprague,.....	5	..	1	2,179 44	9,100 00	2	400	1	5 00	..
Stonington,.....	16	1	..	.....	65,625 00	6	538	2	40 00	..
Voluntown,.....	8	..	..	.....	5,175 00	1	20	..	.....	..
Waterford,.....	11	..	..	.....	12,400 00	..	....	..	.....	..
21 Towns.	225	25	3	\$61,179 44	\$702,525 00	54	6,872	37	\$545 00	10

FAIRFIELD COUNTY.

TOWNS.	Districts.	Number of Schools.		Departments.	Number of Sittings.	GRADED SCHOOLS.							Average length in days.	Evening Schools.
						2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.	High Schools.		
Bridgeport,	1	22	137	7,668	4	3	..	..	12	..	1	198.00	2
Danbury,	13	17	56	2,668	4	..	2	1	2	..	1	195.62	..	
Bethel,	1	7	14	730	..	..	2	..	..	..	1	200.00	..
Brookfield,	8	8	8	254	..	..	..	..	..	3	..	178.75	..
Darien,	4	4	6	227	2	..	..	..	..	..	..	198.66	..
Easton,	8	8	8	240	..	..	..	..	..	2	..	180.00	..
Fairfield,	14	14	19	765	3	1	..	..	..	1	..	200.00	..
Greenwich,	20	20	31	1,769	5	1	..	..	1	1	..	200.00	..
Huntington,	12	12	20	790	..	..	..	..	1	1	..	186.00	..
Monroe,	7	7	7	185	..	..	..	..	..	1	..	177.14	..
New Canaan,	11	11	15	533	..	..	..	1	..	1	..	200.00	..
New Fairfield,	7	7	7	208	..	..	..	..	..	3	..	168.14	..
Newtown,	21	21	24	1,003	1	1	..	..	..	3	..	191.62	..
Norwalk,	11	11	51	2,615	2	1	..	..	4	..	..	200.00	..
Redding,	10	8	8	241	..	..	..	..	..	..	..	180.75	..
Ridgefield,	13	12	13	462	1	..	..	..	..	..	..	193.15	..
Sherman,	6	6	6	144	..	..	..	..	..	2	..	156.66	..
Stamford,	1	19	55	1,750	1	..	1	1	4	2	1	198.42	..	
Stratford,	3	3	9	372	..	..	..	..	1	..	..	200.00	..
Trumbull,	6	6	7	236	1	..	..	..	..	..	..	199.28	..
Weston,	5	5	5	225	..	..	..	..	..	..	..	180.40	..
Westport,	10	10	13	552	3	..	..	..	..	..	..	200.00	..
Wilton,	10	9	9	480	..	..	..	..	..	1	..	195.55	..
23 Towns.	202	247	528	24,117	27	7	5	3	25	21	4	195.35	2	

FAIRFIELD COUNTY.

TOWNS	SCHOOL HOUSES.					LIBRARIES.				
	Number.	Number Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No Public
Bridgeport,.....	21	1	2	\$123,500 00	\$396,000 00	1	280	..	..	1
Danbury,.....	18	2	..	.....	135,500 00	3	400	..	.....	1
Bethel,	7	1	..	.....	22,500 00	..	.....	..	.....	..
Brookfield,	8	3	..	.....	3,200 00	..	.....	1	\$5 00	..
Darien,	4	..	..	.....	7,400 00	..	.....	..	.....	..
Easton,	8	1	..	.....	1,650 00	1	15	..	.....	..
Fairfield,	14	2	..	.....	13,100 00	2	500	2	10 00	1
Greenwich,.....	20	2	..	.....	35,600 00	4	500	7	55 00	1
Huntington,.....	12	1	..	.....	44,500 00	3	500	4	20 00	..
Monroe,.....	7	..	..	.....	5,300 00	..	.....	1	10 00	..
New Canaan,	11	1	..	.....	8,200 00	1	190	1	10 00	1
New Fairfield,.....	7	1	..	.....	1,600 00	..	.....	..	.....	..
Newtown,.....	21	1	..	.....	11,800 00	3	75	..	.....	1
Norwalk,	11	1	..	.....	115,300 00	7	1,657	2	60 00	2
Redding,.....	9	..	..	.....	3,050 00	1	40	..	.....	..
Ridgefield,	12	..	..	.....	8,250 00	3	200	..	.....	1
Sherman,	6	2	..	.....	900 00	..	.....	..	.....	..
Stamford,.....	19	1	..	.....	119,800 00	..	.....	1	120 00	1
Stratford,	3	..	..	.....	22,100 00	1	50	..	.....	1
Trumbull,	6	..	..	.....	3,900 00	3	59	1	5 00	..
Weston,.....	5	1	..	.....	1,225 00	..	.....	..	.....	..
Westport,.....	10	1	..	.....	9,550 00	1	30	10	50 00	1
Wilton,.....	10	1	..	.....	5,300 00	1	46	..	.....	..
23 Towns.	249	23	2	\$123,500 00	\$975,725 00	35	4,542	30	\$345 00	12

WINDHAM COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.			
Brooklyn,.....	9	8	12	494	..	2	..	..	..	1	..	158.75	..
Ashford,.....	10	10	10	257	..	..	..	..	..	4	..	150.00	..
Canterbury,.....	11	11	11	438	..	..	..	..	..	2	..	143.27	..
Chaplin,.....	4	3	3	113	..	..	..	..	..	1	..	150.00	..
Eastford,	8	7	7	238	..	..	..	..	..	1	..	136.42	..
Hampton,.....	7	7	7	202	..	..	..	..	..	..	..	147.14	..
Killingly,.....	15	15	31	1,263	3	3	..	..	1	2	..	184.83	..
Plainfield,	11	10	21	1,098	..	1	..	1	1	3	..	170.23	..
Pomfret,.....	8	8	8	358	..	..	..	..	..	1	..	155.00	..
Putnam,	6	7	17	666	1	1	..	..	1	..	1	177.41	..
Scotland,.....	5	5	5	157	..	..	..	..	..	..	..	150.00	..
Sterling,.....	8	8	8	302	..	..	..	..	..	1	..	153.75	..
Thompson,	13	13	18	742	3	1	..	..	..	..	..	166.66	3
Windham,	11	11	31	1,311	2	..	..	..	2	2	1	195.16	..
Woodstock,.....	16	16	16	562	..	..	..	..	..	1	..	151.87	..
15 Towns.	142	139	205	8,201	9	8	..	1	5	19	2	167.98	3

WINDHAM COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of new.	Estimated value of sites and buildings.	No. Schools having.	No. of Books	No. drawing State money.	Total amount drawn.	No. Public.
Brooklyn,.....	9	..	..	.....	\$25,800 00	2	115	1	\$10 00	.
Ashford,.....	10	.	..	.....	6,800 00	..	....	2	15 00	1
Canterbury,.....	11	1	..	.....	4,150 00	2	30	..	.....	..
Chaplin,.....	4	..	..	.....	4,300 00	2	50	..	.....	..
Eastford,.....	8	1	..	.....	2,850 00	..	....	..	.....	..
Hampton,.....	7	1	..	.....	3,250 00	..	....	1	5 00	1
Killingly,.....	15	4	..	.....	50,900 00	1	300	15	120 00	1
Plainfield,.....	11	2	..	.....	30,765 00	..	....	..	.....	1
Pomfret,.....	8	1	..	.....	6,100 00	..	....	2	10 00	2
Putnam,.....	8	1	..	.....	37,650 00	4	750	1	5 00	1
Scotland,.....	5	..	..	.....	1,775 00	1	14	..	.....	..
Sterling,.....	8	4	..	.....	4,200 00	..	....	1	10 00	..
Thompson,.....	13	..	..	.....	18,100 00	5	87	2	10 00	..
Windham,.....	15	..	..	.....	51,200 00	10	623	11	130 00	1
Woodstock,.....	16	1	..	.....	9,650 00	..	....	2	15 00	1
15 Towns.	148	16	..	.....	\$257,490 00	27	1,969	38	\$330 00	9

LITCHFIELD COUNTY.

TOWNS.	Districts.	Number of Schools.		Number of Sittings.	GRADED SCHOOLS.						Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
		Departments.			2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.					
Litchfield,	1	18	23	704	1	..	1	..	..	4	..	180.00	..
Barkhamsted,	11	10	11	340	1	..	..	..	..	3	..	148.45	..
Bethlehem,	7	5	5	109	..	..	..	..	..	1	..	146.00	..
Bridgewater,	5	5	6	184	1	..	..	..	..	3	..	169.75	..
Canaan,	9	9	9	278	..	..	..	..	..	3	..	178.88	..
Colebrook,	10	9	10	432	1	..	..	..	..	2	..	155.50	..
Cornwall,	15	15	15	448	..	..	..	..	..	2	..	157.33	..
Goshen,	11	10	10	295	..	..	..	..	..	6	..	156.45	..
Harwinton,	12	11	11	328	..	..	..	..	..	4	..	142.18	..
Kent,	11	11	11	420	..	..	..	..	..	2	..	177.72	..
Morris,	6	6	6	184	..	..	..	..	..	..	..	154.00	..
New Hartford,	9	9	13	601	2	1	..	..	..	1	..	172.84	..
New Milford,	18	18	22	786	1	..	1	..	..	5	..	186.90	..
Norfolk,	12	9	11	369	..	1	..	..	..	2	..	157.54	..
North Canaan,	5	5	9	327	1	..	1	..	..	..	..	178.55	..
Plymouth,	8	8	15	576	..	..	1	1	..	1	..	180.00	..
Roxbury,	7	7	7	202	..	..	..	..	..	2	..	161.42	..
Salisbury,	13	13	19	789	4	1	..	..	..	4	..	186.42	..
Sharon,	17	17	19	554	..	1	..	..	..	8	..	175.76	..
Thomaston,	1	4	13	669	..	..	..	..	1	..	1	180.00	..
Torrington,	1	9	25	1,200	1	..	..	..	2	..	..	200.00	..
Warren,	7	6	6	162	..	..	..	..	..	4	..	138.33	..
Washington,	12	12	12	419	..	..	..	..	..	5	..	160.87	..
Watertown,	9	8	11	444	..	..	1	..	..	1	..	179.09	..
Winchester,	8	8	20	878	..	..	..	..	2	2	..	184.50	..
Woodbury,	14	13	14	410	1	..	..	..	..	4	..	177.21	..
26 Towns.	239	255	333	12,108	14	4	5	1	5	69	1	173.01	..	

LITCHFIELD COUNTY.

TOWNS.	SCHOOL HOUSES.				LIBRARIES.					
	Number.	Number Poor. Built during year.	Cost of new.	Estimated value of sites and build- ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.	
Litchfield,	17	2	..	..	\$27,173 96	..	..	1	\$100 00	1
Barkhamsted,	11	1	..	..	4,250 00	1	75	2	10 00	..
Bethlehem,	5	..	..	..	3,150 00	..	..	..	..	..
Bridgewater,	5	1	..	..	1,675 00	1	75	..	..	..
Canaan,	9	2	..	..	2,600 00	4	10	..	..	..
Colebrook, ..	10	..	..	..	6,550 00	1	50	..	..	..
Cornwall,	15	1	..	..	6,950 00	..	..	..	..	1
Goshen,	12	3	..	..	2,225 00	2	..	2	15 00	..
Harwinton,	11	3	1	\$1,500 00	3,500 00	..	..	..	..	..
Kent,	13	2	..	..	5,400 00	2	50	..	..	..
Morris,	6	..	..	..	2,100 00	..	..	..	..	1
New Hartford,	9	..	..	..	16,850 00	1	224	..	..	1
New Milford,	18	..	..	..	17,600 00	3	600	4	35 00	1
Norfolk,	12	6	..	..	9,725 00	3	35	..	..	1
North Canaan,	5	..	..	..	8,200 00	1	100	1	10 00	1
Plymouth,	9	1	..	..	5,900 00	8	616	8	50 00	2
Roxbury,	7	..	..	..	1,750 00	..	..	..	..	1
Salisbury,	13	4	..	..	11,170 00	9	348	3	15 00	1
Sharon,	17	..	..	..	5,950 00	..	..	..	..	..
Thomaston,	7	..	..	..	22,000 00	1	100	1	40 00	1
Torrington,	9	..	1	2,000 00	54,000 00	1	1,000	1	65 00	1
Warren,	6	..	..	..	4,700 00	..	..	..	..	..
Washington,	12	..	..	..	8,000 00	..	..	..	..	1
Watertown,	9	..	..	..	13,100 00	4	76	2	15 00	1
Winchester,	8	1	..	..	30,350 00	2	500	..	..	1
Woodbury, ...	14	3	..	..	8,400 00	..	..	..	..	1
26 Towns.	269	30	2	\$3,500 00	\$285,268 96	44	3,859	25	\$355 00	17

MIDDLESEX COUNTY.

TOWNS.	GRADED SCHOOLS.												
	Districts.	Number of Schools.	Departments.	Number of Sittings						High Schools.	Average length in days.	Evening Schools.	
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				Schools averaging 8 or less.
Middletown,.....	17	17	21	850	2	..	1	..	..	..	..	178.09	..
“ City,	1	3	24	1,075	1	..	..	..	2	..	1	190.00	..
“ Indust’l School, ..	1	1	5	228	..	..	..	1	..	..	..	220.00	..
“ complete,.....	19	21	50	2,153	3	..	1	1	2	..	1	188.00	..
Haddam,	10	10	14	480	1	..	1	..	..	4	..	163.92	..
Chatham,	11	11	14	412	1	1	..	..	..	1	..	163.71	..
Chester,	4	4	5	242	1	..	..	..	..	..	..	180.00	..
Clinton,	1	3	3	68	..	..	..	..	..	2	..	181.33	..
Cromwell,	5	6	8	376	2	..	..	..	..	..	1	180.00	..
Durham,	6	6	6	185	..	..	..	..	..	1	..	165.00	..
East Haddam,	17	17	18	690	1	..	..	..	..	3	..	163.88	..
Essex,	1	6	8	320	2	..	..	..	..	..	..	190.00	..
Killingworth,	8	7	7	193	..	..	..	..	..	4	..	150.85	..
Middlefield,	4	4	4	167	..	..	..	..	..	..	..	180.00	..
Old Saybrook,	1	4	4	202	..	..	..	..	..	..	..	183.75	..
Portland,	6	6	15	828	1	1	..	..	1	..	..	200.00	..
Saybrook,	1	2	6	272	..	..	..	1	..	..	..	187.50	..
Westbrook,	7	6	6	230	..	..	..	..	..	2	..	156.33	..
15 Towns.	101	113	168	6,818	12	2	2	2	3	17	2	178.00	..

MIDDLESEX COUNTY.

TOWNS.	SCHOOL HOUSES.				LIBRARIES.					
	Number.	No. Poor.	Built during year.	Cost of new.	Estimated value of sites and build-ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Middletown,	17	2	..	.....	\$21,000 00	4	300	..	.....	..
“ City,.....	3	..	..	.....	40,000 00	2	675	1	\$50 00	1
“ Industrial Sch., ..	..	..	..	.....	.....	1	2,000	..	.....	..
“ complete,....	20	2	..	.....	61,000 00	7	2,975	1	50 00	1
Haddam,.....	9	..	2	\$7,500 00	13,700 00	..	....	1	10 00	1
Chatham,.....	11	1	..	.....	7,300 00	2	50	4	30 00	..
Chester,	4	..	..	.....	8,000 00	..	....	..	.....	1
Clinton,.....	3	1	..	.....	1,800 00	2	30	..	.....	1
Cromwell,	5	..	..	.....	7,400 00	1	50	1	5 00	1
Durham,	6	1	..	.....	2,450 00	2	35	..	.....	..
East Haddam,	17	2	..	.....	10,690 00	6	200	..	.....	1
Essex,.....	5	..	..	.....	7,000 00	5	200	..	.....	..
Killingworth,.....	7	1	..	.....	2,200 00	..	....	..	.....	..
Middlefield,.....	4	..	..	.....	4,500 00	4	639	3	15 00	1
Old Saybrook,	4	2	..	.....	1,350 00	1	45	1	5 00	1
Portland,....	7	..	..	.....	40,400 00	3	736	2	30 00	1
Saybrook,.....	2	..	..	.....	12,000 00	1	445	..	.....	..
Westbrook,	6	..	..	.....	2,700 00	..	....	..	.....	1
15 Towns.	110	10	2	\$7,500 00	\$182,490 00	34	5,405	13	\$145 00	10

TOLLAND COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.							Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.	High Schools.		
Tolland,.....	11	9	9	261	..	..	..	..	..	2	..	140.22	..
Andover,.....	1	1	2	100	1	..	..	..	..	..	..	180.00	..
Bolton,	5	4	4	180	..	..	..	..	..	..	..	154.25	..
Columbia,	8	8	8	265	..	..	..	..	..	1	..	153.12	..
Coventry,.....	10	10	12	438	..	1	..	..	..	..	..	157.50	..
Ellington,.....	9	9	9	307	..	..	..	..	..	1	..	179.66	..
Hebron,.....	9	9	9	246	..	..	..	..	..	2	..	149.44	..
Mansfield,.....	14	13	13	460	..	..	..	..	..	..	..	150.00	..
Somers,.....	10	10	12	338	..	1	..	..	..	1	..	170.00	..
Stafford,.....	16	15	24	951	1	1	..	..	1	6	..	166.04	..
Union,	6	5	5	226	..	..	..	..	..	3	..	142.00	..
Vernon,	9	9	30	1,365	1	..	..	..	2	2	..	177.00	..
Willington,	9	9	9	385	..	..	..	..	..	1	..	133.33	..
13 Towns.	117	111	146	5,522	3	3	..	..	3	19	..	161.03	..

TOLLAND COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of new.	Estimated value of sites and build-ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Tolland,	9	1	..	\$.....	\$4,400 00	..	....	..	\$.....	..
Andover,.....	3	..	..	.....	300 00	..	....	..	.....	1
Bolton,.....	4	..	..	.....	5,580 00	..	....	1	10.00	1
Columbia,	8	2	..	.....	4,450 00	..	....	..	.....	1
Coventry,.....	10	1	..	.....	8,850 00	3	200	1	10.00	1
Ellington,.....	9	..	1	3,200 00	15,450 00	6	170	1	5.00	1
Hebron,	9	2	..	.....	4,440 00	2	44	2	10.00	1
Mansfield,.....	13	..	1	700 00	9,600 00	..	....	1	5 00	.
Somers, ...	10	1	..	.....	7,400 00	..	....	1	5.00	..
Stafford,	16	..	..	.....	33,500 00	2	679	..	.....	1
Union,	6	1	..	.....	2,500 00	6	250	..	.....	..
Vernon,	11	1	..	.....	80,000 00	2	800	2	50.00	..
Willington,	9	..	..	.....	3,300 00	..	....	..	.....	1
13 Towns.	117	9	2	\$3,900 00	\$179,770 00	21	2,143	9	\$95.00	8

SUMMARY BY COUNTIES.

COUNTIES.					GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
	Districts.	Number of Schools.	Departments.	Number of Sitzings.	2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments	Schools averaging 8 or less.			
Hartford,.....	231	272	570	26,352	37	11	7	2	21	29	8	182.60	10
New Haven,	167	245	736	35,024	16	12	19	7	46	26	7	191.75	20
New London,.....	209	217	371	16,516	14	7	9	7	15	39	1	170.76	..
Fairfield,.....	202	247	528	24,117	27	7	5	3	25	21	4	195.35	2
Windham,.....	142	139	205	8,201	9	8	..	1	5	19	2	167.98	3
Litchfield,.....	239	255	333	12,108	14	4	5	1	5	69	1	173.01	..
Middlesex,.....	101	113	168	6,818	12	2	2	2	3	17	2	178.00	..
Tolland,.....	117	111	146	5,522	3	3	..	..	3	19	..	161.03	..
The State.	1408	1599	3057	134,658	132	54	47	23	123	239	25	182.26	35

SUMMARY BY COUNTIES.

COUNTIES.	SCHOOL HOUSES					LIBRARIES.				
	Number.	Number Poor.	Built during year.	Cost of new.	Estimated value of sites and build-ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Hartford,.....	270	11	4	\$187,675 10	\$1,972,000 00	103	16,498	90	\$1,310 00	17
New Haven,	262	23	5	66,776 72	2,099,785 85	65	25,615	52	1,760 00	14
New London,.....	225	25	3	61,179 44	702,525 00	54	6,872	37	545 00	10
Fairfield,.....	249	23	2	123,500 00	975,725 00	35	4,542	30	345 00	12
Windham,.....	148	16	..	.....	257,490 00	27	1,969	38	330 00	9
Litchfield,.....	269	30	2	3,500 00	285,268 96	44	3,859	25	355 00	17
Middlesex,	110	10	2	7,500 00	182,490 00	34	5,405	13	145 00	10
Tolland,.....	117	9	2	3,900 00	179,770 00	21	2,143	9	95 00	8
The State.	1650	147	20	\$454,031 26	\$6,655,054 81	383	66,903	294	\$4,885 00	97

TABLE SHOWING ENUMERATION OF PERSONS
BETWEEN 4 AND 16 YEARS OF AGE, BY
DISTRICTS, IN OCT., 1890.

HARTFORD COUNTY.

HARTFORD.	
Districts.	Enum. 1890.
First.....	2,360
South.....	3,448
Second North.....	1,336
West Middle.....	1,070
Arsenal.....	966
Washington.....	513
South West.....	43
North East.....	500
North West.....	188
Gravel Hill.....	50

Total, 10 Districts., 10,474

AVON.	
1.....	12
2.....	28
3.....	43
4.....	26
5.....	34
6.....	89
7.....	27

Total, 7 Districts., 259

BERLIN.	
1.....	124
2.....	89
3.....	29
4.....	39
5.....	58
6.....	31
7.....	25
8.....	50
9.....	62

Total, 9 Districts., 507

BLOOMFIELD.	
Centre.....	64
Farms.....	42
North Middle.....	14
South Middle.....	27
Scotland North.....	4
Scotland South.....	17
Duncaster.....	31
South West.....	22
North East.....	20

Total, 9 Districts., 241

BRISTOL.	
1.....	342
2.....	201
3.....	540
5.....	142
6.....	55
7.....	13
8.....	22
9.....	17
10.....	16
11.....	17
12.....	21
13.....	208

Total, 12 Districts., 1,594

BURLINGTON.	
Districts.	Enum. 1890.
First.....	25
Second.....	19
Third.....	28
Fourth.....	46
Fifth.....	15
Sixth.....	19
Seventh.....	13
Eighth.....	14
Ninth.....	109

Total, 9 Districts., 288

CANTON.	
Collinsville.....	319
Suffrage.....	44
River.....	55
East Hill.....	13
Centre.....	31
South Centre.....	41
North.....	31
West.....	35

Total, 8 Districts., 569

EAST GRANBY.	
1.....	39
2.....	22
3.....	29
4.....	9
5.....	3
6.....	19

Total, 6 Districts., 121

EAST HARTFORD.	
1, North.....	49
2, Second North.....	196
3, Centre.....	240
4, Second South.....	84
5, Hockanum.....	78
6, South Middle.....	29
7, South East.....	22
8, Burnside.....	238
9, Meadow.....	140
10, Long Hill.....	19

Total, 10 Districts., 1,095

EAST WINDSOR.	
1.....	26
2.....	9
3.....	38
4.....	13
5.....	200
6.....	24
7.....	22
8.....	282
9.....	10
10.....	53
11.....	37

Total, 11 Districts., 714

ENFIELD.	
Districts.	Enum. 1890.
1.....	83
2.....	1,131
3.....	33
4.....	24
5.....	30
6.....	19
7.....	26
8.....	56
9.....	23
10.....	14
11.....	13
12.....	27
13.....	165

Total, 13 Districts., 1,644

FARMINGTON.	
Center.....	168
East Farms.....	21
North East.....	15
Scott's Swamp.....	21
Union.....	423
Waterville.....	14
West.....	39

Total, 7 Districts., 701

GLASTONBURY.	
1, Naubuc.....	96
2, Center.....	67
3, Green.....	27
4, Old Church.....	42
5, Eagleville.....	46
6, S. Center.....	45
7, Taylortown.....	29
8, Matson Hill.....	14
9, Twine Mill.....	73
10, Nayaug.....	26
11, North St.....	22
12, Wassuc.....	30
13, Middle.....	16
14, Hill.....	15
15, North East.....	17
16, Goslee.....	18
17, Neipsic.....	49
18, Williams.....	35

Total, 18 Districts., 667

GRANBY.	
1.....	55
2.....	47
3.....	7
4.....	36
5.....	7
6.....	29
8.....	14
9.....	21
10.....	28
11.....	23

Total, 10 Districts., 267

HARTFORD COUNTY—continued.

HARTLAND.		
<i>West Parish.</i>		
<i>Districts.</i>	<i>Enum.</i>	<i>1890.</i>
Center,	13	
Mill,	24	
South Hollow,	11	

<i>East Parish.</i>		
Center,	23	
North East,	11	
South West,	12	
North Hollow,	8	
Total, 7 Districts, ..	102	

MANCHESTER.		
1,	56	
2,	71	
3,	101	
4,	104	
5,	68	
6,	60	
7,	112	
8,	429	
9,	869	
Total, 9 Districts, ..	1,870	

MARLBOROUGH.		
Center,	32	
North,	11	
North West,	60	
South,	9	
Total, 4 Districts, ..	112	

NEW BRITAIN.		
Consolidated,	4,088	
Total, 1 District, ..	4,088	

NEWINGTON.		
North,	66	
Middle,	58	
South,	43	
South East,	29	
Total, 4 Districts, ..	196	

PLAINVILLE.		
Consolidated,	398	
Total, 1 District, ..	398	

NEW HAVEN.		
City District,	18,521	
Westville,	362	
South,	81	
Total, 3 Districts, ..	18,964	

ANSONIA.		
2,	669	
3,	117	
4,	1,385	
Total, 3 Districts, ..	2,171	

BEACON FALLS.		
1, Center,	43	
2, Nyumphs,	25	
3,	28	
Total, 3 Districts, ..	96	

ROCKY HILL.		
<i>Districts.</i>	<i>Enum.</i>	<i>1890.</i>
North,	28	
Center,	81	
South,	56	
West,	50	
Total, 4 Districts, ..	215	

SIMSBURY.		
Center,	48	
Hop Meadow,	50	
East Weatogue,	26	
West Weatogue,	30	
Meadow Plain,	14	
Bushy Hill,	27	
Farms,	46	
New District,	26	
Union,	17	
Westover's Plain,	21	
Terry's Plain,	10	
Tariffville,	78	
Total, 12 Districts, ..	393	

SOUTHINGTON.		
1,	545	
2,	42	
3,	43	
4,	288	
5,	44	
6,	22	
7,	25	
8,	44	
9,	28	
10,	70	
11,	108	
Total, 11 Districts, ..	1,259	

SOUTH WINDSOR.		
First,	47	
Second,	26	
Third,	55	
Fourth,	60	
Fifth,	48	
Sixth,	9	
Seventh,	46	
Eighth,	42	
Ninth,	14	
Tenth,	18	
Total, 10 Districts, ..	365	

NEW HAVEN COUNTY.

BETHANY.		
1, Center,	38	
2, Gate,	21	
3, Smith,	11	
4, Downs,	12	
5, Beecher,	19	
Total, 5 Districts, ..	101	

BRANFORD.		
Union,	828	
Total, 1 District, ..	828	

SUFFIELD.		
<i>1st Society.</i>		
<i>Districts</i>	<i>Enum.</i>	<i>1890.</i>
North West,	60	
South,	48	
East,	53	
South East,	66	
North,	31	
North East,	33	
Center,	144	

<i>2d Society.</i>		
Center,	64	
South,	46	
West,	37	
North,	33	
Total, 11 Districts, ..	635	

WEST HARTFORD.		
Union,	406	
Total, 1 District, ..	406	

WETHERSFIELD.		
First,	74	
Second,	83	
Third,	41	
Fourth,	69	
Fifth,	37	
Sixth,	53	
Total, 6 Districts, ..	357	

WINDSOR.		
1,	49	
2,	27	
3,	130	
4,	57	
5,	30	
6,	51	
7,	21	
8,	35	
9,	125	
10,	47	
Joint District,	5	
Total, 10 Districts, ..	577	

WINDSOR LOCKS.		
Union,	626	
Total, 1 District, ..	626	

CHESHIRE.		
1,	60	
2,	29	
3,	26	
4,	18	
5,	15	
6,	28	
7,	28	
8,	24	
9,	29	
10,	19	
11,	27	
12,	53	
Total, 12 Districts, ..	356	

NEW HAVEN COUNTY—continued.

JERRY			MIDDLEBURY.			PROSPECT.		
Districts.	Enum.	1890.	Districts.	Enum.	1890.	Districts.	Enum.	1890.
1,	351		1,	21		Union,	71	
2,	317		2,	25		Total, 1 District, ..	71	
3,	85		3,	21				
6,	1,002		4,	35				
Total, 4 Districts, ..	1,755		5,	5				
			6,	5				
			Total, 6 Districts, ..	112		SEYMOUR.		
EAST HAVEN.						Consolidated,	807	
Union,	93		MILFORD.			Total, 1 District, ..	807	
Foxon,	32		Union,	723				
Total, 2 Districts, ..	125		Total, 1 District, ..	723				
GUILFORD.			NAUGATUCK.					
1, Union,	294		1, Union Center,	847		1, White Oak,	26	
2, Clapboard Hill, ..	17		2, Union City,	325		2, Bullet Hill,	38	
3, Nut Plains,	24		3, Millville,	54		3, Southford,	30	
4, Moose Hill,	9		4, Middle,	35		4, Kettletown,	3	
5, Leete's Island,	43		5, Straitsville,	11		5, South Britain,	35	
6, Sachem's Head,	8		6, Pond Hill,	32		6, Pierce Hollow,	20	
7, N. G., Center,	30		Total, 6 Districts, ..	1,304		7, Purchase,	41	
8, N. G., South,	24					8, Wapping,	17	
9, N. G., North,	10		NORTH BRANFORD.			9, Pootatuck,	11	
10, N. G., Bluff,	6		First,	19		Total, 9 Districts, ..	221	
Joint Districts,	14		Second,	61				
Total, 10 Districts, ..	488		Third,	19				
			Fourth,	12				
HAMDEN.			Fifth,	6				
1,	34		Sixth,	19		WALLINGFORD.		
2,	21		Seventh,	30		1, Cook Hill,	21	
3,	54		Total, 7 Districts, ..	166		2, Parker's Farms, ..	35	
4,	119					3, Yalesville,	175	
5,	82		NORTH HAVEN.			4, North Farms,	25	
6,	50		1,	28		5, 6, Central,	1,152	
7,	27		2,	38		7, Pond Hill,	39	
8,	113		3,	82		8, East Farms,	30	
9,	94		4,	95		9, N. E. Farms,	27	
10,	26		5,	7		10, Tyler's Mills,	15	
11,	54		6,	21		Total, 9 Districts, ..	1,519	
12,	28		7,	38				
13,	173		8,	43				
Total, 13 Districts, ..	875		Total, 8 Districts, ..	352				
MADISON.			ORANGE.					
1, South Center,	32		1, Center,	22		Center,	7,544	
2, Hammonasset,	15		2, Quakers' Farms, ..	22		Hopeville,	266	
3, Woods,	23		3, Chestnut Tree Hill, ..	25		Waterville,	143	
4, Neck,	25		4, Christian Street, ..	22		East Farms,	25	
5, Union,	9		5, Five Mile Hill,	5		Saw Mill Plains,	72	
7, North West,	18		6, Riggs Street,	15		Buck's Hill,	52	
8, Boston Street,	55		7, Bowers' Hill,	16		Bunker Hill,	68	
9, East River,	23		8, Hull's Hill,	18		Oronoke,	52	
10, North Center,	18		9, Red City,	15		Town Plot,	73	
11, Rockland,	30		10, Shrub Oak,	27		East Mountain,	22	
12, Summer Hill,	18		11, Red Oak,	12		South Brooklyn,	53	
13, West Side,	10		12,	10		Total, 11 Districts, ..	8,370	
Total, 12 Districts, ..	276		13, Rock House Hill, ..	24				
			Total, 13 Districts, ..	233				
MERIDEN.			OXFORD.					
Corner,	1,945		1, Center,	22		WOLCOTT.		
Center,	913		2, Quakers' Farms, ..	22		Union,	123	
West,	1,080		3, Chestnut Tree Hill, ..	25		Total, 1 District, ..	123	
Railroad,	471		4, Christian Street, ..	22				
Old Road,	396		5, Five Mile Hill,	5				
Prattsville,	625		6, Riggs Street,	15		WOODBIDGE.		
Hanover,	180		7, Bowers' Hill,	16		North West,	34	
Farms,	66		8, Hull's Hill,	18		North,	25	
East,	83		9, Red City,	15		North East,	9	
South East,	58		10, Shrub Oak,	27		Middle,	33	
South West,	31		11, Red Oak,	12		South West,	24	
North West,	47		12,	10		South,	43	
Total, 12 Districts, ..	5,895					Total, 6 Districts, ..	168	

NEW LONDON COUNTY.

NEW LONDON.		
Districts.	Enum.	1890.
Union,.....	2,669	
Total, 1 District,...	2,669	

NORWICH.		
Norwich Town,.....	272	
Central,.....	1,520	
West Chelsea,.....	919	
Greeneville,.....	987	
Wequonnock,.....	921	
Falls, or Third,.....	269	
West Town Street,...	112	
Mill, or Yantic,.....	53	
East Great Plain,....	56	
Scotland Road,.....	14	
Plain Hill,.....	17	
Wawecus Hill,.....	12	

Total, 12 Districts, 5,152

BOZRAH.		
First,.....	26	
Second,.....	23	
Third,.....	43	
Fourth,.....	12	
Fifth,.....	33	
Sixth,.....	53	
Seventh,.....	19	

Total, 7 Districts, 209

COLCHESTER.		
First,.....	309	
Second,.....	15	
Third,.....	27	
Fourth,.....	17	
Fifth,.....	62	
Sixth,.....	18	
Seventh,.....	15	
Center, Westchester, ..	19	
North East, ".....	20	
North West, ".....	16	
South East, ".....	14	
South West, ".....	25	

Total, 12 Districts, 566

EAST LYME.		
1, Hill,.....	26	
2, Flanders,.....	46	
3, Boston,.....	19	
4, Niantic,.....	169	
5, Black Point,.....	50	
6, Mack's Mill,.....	7	
7, Toad Rock,.....	30	
8, River Head,.....	39	
9, Walnut Hill,.....	20	

Total, 9 Districts, 406

FRANKLIN.		
2,.....	19	
3,.....	12	
4,.....	18	
5,.....	14	
6,.....	17	
7,.....	7	
8,.....	21	

Total, 7 Districts, 108

GRISWOLD.		
Districts.	Enum.	1890.
1,.....	10	
2,.....	12	
3,.....	10	
4,.....	8	
5,.....	13	
7,.....	20	
8,.....	128	
9,.....	9	
10,.....	8	
11,.....	7	
12,.....	442	
13,.....	7	
14,.....	25	

Total, 13 Districts, 699

GROTON.		
1,.....	236	
2,.....	61	
3,.....	43	
4,.....	27	
5,.....	272	
6,.....	52	
7,.....	69	
8,.....	26	
9,.....	33	
10,.....	96	
11,.....	179	

Total, 11 Districts, 1,094

LEBANON.		
1,.....	30	
2,.....	18	
3,.....	24	
4,.....	15	
5,.....	25	
6,.....	44	
7,.....	17	
8,.....	8	
9,.....	22	
10,.....	38	
11,.....	4	
12,.....	23	
13,.....	23	
14,.....	13	
15,.....	16	
16,.....	19	

Total, 16 Districts, 339

LEDYARD.		
1,.....	19	
2,.....	23	
3,.....	18	
4,.....	18	
5,.....	10	
6,.....	18	
7,.....	17	
8,.....	18	
9,.....	8	
10,.....	5	
11,.....	22	
12,.....	26	
13,.....	33	
14,.....	17	

Total, 14 Districts, 252

LISBON.		
Districts.	Enum.	1890.
1, Newent,.....	21	
2,.....	14	
3,.....	21	
4,.....	16	
5,.....	19	
6,.....	10	

Total, 6 Districts, 101

LYME.		
1, Bill Hill,.....	21	
2, Pleasant Valley,...	22	
3, Joshuatown,.....	34	
4, North Grassy Hill, ..	13	
5, South Grassy Hill, ..	16	
6, Sterling City,.....	40	
7, Hadlyme,.....	39	

Total, 7 Districts, 185

MONTVILLE.		
1,.....	30	
2,.....	10	
3,.....	13	
4,.....	187	
5,.....	9	
6,.....	21	
7,.....	11	
9,.....	26	
10,.....	88	
11,.....	12	
12,.....	21	
13,.....	26	

Total, 12 Districts, 454

NORTH STONINGTON.		
1,.....	20	
2,.....	52	
3,.....	33	
4,.....	35	
5,.....	11	
6,.....	18	
7,.....	19	
8,.....	12	
9,.....	6	
10,.....	23	
11,.....	30	
12,.....	12	
13,.....	27	
14,.....	33	
15,.....	18	

Total, 15 Districts, 349

OLD LYME.		
First,.....	70	
Second,.....	19	
Third,.....	20	
Fourth,.....	35	
Fifth,.....	38	
Sixth,.....	20	
Seventh,.....	30	
Eighth,.....	8	

Total, 8 Districts, 240

NEW LONDON COUNTY—continued.

PRESTON.		SPRAGUE.		VOLUNTOWN.	
Districts.	Enum. 1890.	Districts.	Enum. 1890.	Districts.	Enum. 1890.
1, Long Society,....	137	1, Baltic,....	108	3,	13
2, Bridge,.....	211	2, Potopogue,.....	17	4,	170
3, Palmer,.....	14	3, Hanover,.....	78	5,	24
4, Poquetannock,....	90	4, Branch,.....	23	6,	13
5, Haskell,.....	41	5, Versailles,.....	123	7,	10
6, Brewster's Neck,...	31	Total, 5 Districts,.	349	8,	14
7, Preston City,....	20			9,	9
8, Broad Brook,....	7			10,	18
9, Brown,.....	13			Total, 8 Districts,.	271
10, Kimball,.....	22				
11, Cray,.....	11				
12, Plains,.....	29				
Total, 12 Districts,.	626				
SALEM.					
1,.....	7				
Central,.....	33				
4,	12				
5,	13				
6,	6				
7,	11				
8,	12				
Total, 7 Districts,.	94				

FAIRFIELD COUNTY.

BRIDGEPORT.		EASTON.		14, Peck's Land,....	
Union,.....	12,203	1, Center,....	22	15, Riversville,....	41
Total, 1 District,...	12,203	3, Narrows,....	28	16, Glenville,.....	180
		4, Union,.....	14	17, King Street,....	35
DANBURY.		5,	13	18, Byram,.....	210
Center,.....	2,965	6, Judd,....	10	19, E. Port Chester,...	237
South Center,.....	654	7, Rock House,....	10	20, Pemberwick,....	39
Mill Plain,.....	43	9,	8	Total, 20 Districts,.	2,917
Beaver Brook,.....	109	10,	19		
Great Plain,.....	47	Total, 8 Districts,.	124		
King Street,.....	37				
Miry Brook,.....	56				
Middle River,.....	45				
Pembroke,.....	25				
Westville,.....	20				
Long Ridge,.....	30				
Starr's Plain,.....	24				
N. Ridgebury (fract'l),	7				
Deer Hill,.....	152				
Total, 13 Districts,.	4,214				
BETHEL.					
Union,.....	680				
Total, 1 District,...	680				
BROOKFIELD.					
1,.....	55				
2,.....	30				
3,.....	27				
4,.....	23				
5,.....	25				
6,.....	26				
7,.....	23				
8,.....	14				
Total, 8 Districts,.	223				
DARIEN.					
1, Noroton,.....	128				
2, Center,.....	145				
3, Ox Ridge,.....	52				
4, Holmes,.....	39				
Total, 4 Districts,.	364				

FAIRFIELD.		GREENWICH.	
Southport,.....	178	1, Meeting House,...	579
Middle,.....	158	2, Cos Cob,.....	108
Mill Plain,.....	96	3, Sound Beach,....	113
Greenfield Hill,....	36	4, Mianus,.....	83
Jenning's Wood,....	33	5, North Mianus,....	78
North,.....	37	6, North Cos Cob,...	29
Holland Hill,.....	42	7, S. Stanwich,....	58
Bulkely's,.....	34	8, N. Stanwich,....	14
Stratfield,.....	34	9, Banksville,....	2
Hoyden's Hill,....	13	10, Round Hill,....	67
Banks, North,....	12	11, Quaker Ridge,....	40
South,.....	22	12, North Street,....	45
Burr's,.....	28	13, Clapboard Ridge,.	42
Deerfield,.....	26		
Total, 14 District,...	749		

HUNTINGTON.		MONROE.	
Center,.....	34	Center,.....	25
Trapfall,.....	18	Cutler's Farms,...	29
Isinglass,.....	23	Stepney,.....	32
Booth's Hill,.....	18	Birdsey's Plains,...	25
Walnut-tree Hill,...	29	Eastern,.....	26
Upper White Hills,...	23	Elm Street,.....	13
Lower White Hills,...	12	Walker's Farms,....	28
French,.....	23	Total, 7 Districts,.	178
Coram,.....	22		
Long Hill,.....	20		
Mill,.....	8		
Ferry,.....	685		
Total, 12 Districts,.	945		
NEW CANAAN.			
1,.....	240		
2,.....	31		
3,.....	30		
4,.....	32		
5,.....	23		
6,.....	45		

WINDHAM COUNTY—continued.

CHAPLIN.	
Districts.	Enum. 1890.
1, Center.....	46
2, Reddam.....	17
3, Natchaug.....	8
4, South East.....	27
Total, 4 Districts.,	98

EASTFORD.	
1, Eastford,	32
2, East Hill,	12
3, Phoenixville,	21
4, South,	5
5, Sibley,	8
6, North Ashford,	22
7, Shippee,	13
8, Axe Factory,	15
Total, 8 Districts.,	128

HAMPTON.	
1,	25
2,	14
3,	14
4,	15
5,	22
6,	13
7,	26
Total, 7 Districts.,	129

KILLINGLY.	
1, Danielsonville,	504
4, Center,	107
5, Mashentuck,	23
6, Dayville,	140
7, Williamsville,	175
8, Attawaugan,	177
9, Ballouville,	174
11, Tucker,	14
12, Chestnut Hill,	113
13, Valley,	30
14, Sparks,	25
15, Ledge,	11
16, S. Killingly,	28
17, Horse Hill,	12
18, Warren,	20
Total, 15 Districts.,	1,553

PLAINFIELD.	
Middle,	58
Stone Hill,	17
Flat Rock,	23
South,	13

Districts.	
Districts.	Enum. 1890.
White Hall,	8
Black Hill,	23
Moosup,	312
Pond Hill,	9
Green Hollow,	9
Wauregan,	380
Union,	121
Total, 11 Districts.,	973

POMFRET.	
1,	51
2,	31
3,	9
4,	9
5,	46
6,	69
7,	38
8,	24
Total, 8 Districts.,	277

PUTNAM.	
1, East Putnam,	26
2, Sawyer,	63
3, Putnam Heights,	18
4, Gary,	31
5, Center,	597
6, Rhodesville,	682
Total, 6 Districts.,	1,417

SCOTLAND.	
1,	20
2,	17
3,	16
4,	24
5,	10
Total, 5 Districts.,	87

STERLING.	
1, Ekonk,	33
Bailey,	14
3, Sterling Hill,	20
4, Oneco,	75
5, Stone Factory,	69
7, Titus,	14
8, Checkerberry,	19
9, Granite,	18
Total, 8 Districts.,	262

THOMPSON.	
Districts.	Enum. 1890.
3,	43
4,	43
5,	28
6,	46
7,	271
8,	76
9,	25
10,	51
11,	52
12,	19
13,	28
15,	103
16,	622
Total, 13 Districts.,	1,407

WINDHAM.	
1, First,	752
2, Natchaug,	1,132
3, West,	19
4, Jerusalem,	13
5, N. Windham,	58
6, Windham Center,	41
7, Warner,	20
8, S. Windham,	72
9, Christian Street,	22
10, Back Road,	21
11, Brick Top,	44
Total, 11 Districts.,	2,194

WOODSTOCK.	
1,	30
2,	49
3,	31
4,	52
5,	48
6,	18
7,	30
8,	16
9,	44
10,	6
11,	23
12,	30
13,	20
14,	21
15,	31
16,	18
Total, 16 Districts.,	467

LITCHFIELD COUNTY.

LITCHFIELD.	
Consolidated,	629
Total, 1 District.,	629

BARKHAMSTED.	
1, Center,	26
2, Center Hill,	14
3, Washington Hill,	14
4, North East,	8
5, South East,	24
6, South Hollow,	10
7, North Hollow,	15
8, Green,	30
9, Riverton,	56
10, Valley,	19
11, Mallory,	41
Total, 11 Districts.,	257

BETHLEHEM.	
1,	21
2,	16
3,	10
4,	8
5,	18
6,	17
7,	7
Joint Districts,	3
Total, 7 Districts.,	100

BRIDGEWATER.	
1,	61
2,	17
3,	8
4,	13
5,	6
Total, 5 Districts.,	105

CANAAN.	
1,	26
2,	22
3,	15
4,	28
5,	15
6,	13
7,	28
8,	13
9,	11
Total, 9 Districts.,	171

LITCHFIELD COUNTY—continued.

COLEBROOK.			MORRIS.			ROXBURY.		
Districts.	Enum.	1890.	Districts.	Enum.	1890.	Districts.	Enum.	1890.
River,.....		107	1,.....		32	1, Center,.....		30
Forge,.....		33	2,.....		20	2, Painter Hill,.....		21
Sandy Brook,.....		0	3,.....		34	3, Burritt,.....		14
Beach Hill,.....		18	4,.....		21	4, Good Hill,.....		8
North,.....		13	5,.....		11	5, Warner's Mill,.....		23
Rock,.....		22	6,.....		11	7, North,.....		45
Center,.....		29	Total, 6 Districts,.....		129	8, Weller,.....		58
South,.....		21				Total, 7 Districts,.....		199
South West,.....		9						
West,.....		19						
Total, 10 Districts,.....		271						
CORNWALL.			NEW HARTFORD.			SALISBURY.		
1,.....		18	North End,.....		161	1,.....		18
2,.....		25	Greenwoods,.....		301	2, Consolidated,.....		195
3,.....		10	Pine Meadow,.....		113	3,.....		20
4,.....		16	West Hill,.....		19	4,.....		75
5,.....		16	Town Hill,.....		21	5,.....		30
6,.....		18	Bakerville,.....		22	6,.....		8
7,.....		18	Merrill,.....		14	7,.....		165
8,.....		39	South East Middle,.....		31	8,.....		118
9,.....		21	South East,.....		24	9,.....		23
10,.....		21	Torrington, Fractional,.....		20	10,.....		46
12,.....		7	Total, 9 Districts,.....		726	11,.....		77
13,.....		19				12,.....		20
14,.....		14	NEW MILFORD.			13,.....		19
15,.....		55	1, Center,.....		275	Total, 13 Districts,.....		814
16,.....		12	2, Park Lane,.....		32			
17,.....		12	3, Hill and Plain,.....		24	SHARON.		
Total, 15 Districts,.....		300	4, Second Hill,.....		14	1, Hartwell,.....		16
GOSHEN.			5, Upper Merryall,.....		23	2, Consolidated,.....		101
1, Center,.....		34	6, Pickett,.....		36	3, Calkins,.....		26
2, East Street,.....		14	7, Chestnut Land,.....		18	4, Amenia Union,.....		41
4,.....		8	8, Aspetuck,.....		29	5, Gay Street,.....		19
5,.....		6	9, Maryland,.....		28	6, Sharon Mountain,.....		24
6, West Side,.....		17	10, Lower Merryall,.....		30	7, White's Hollow,.....		22
7,.....		40	11, Waller,.....		29	8, Pine Swamp,.....		13
8,.....		26	12, Hunt,.....		11	9, Sharon Valley,.....		80
9,.....		11	13, Long Mountain,.....		12	10, Handlin,.....		16
10, Hall Meadow,.....		4	14, Gaylord,.....		26	11, Mudgetown,.....		10
12,.....		11	15, Northville,.....		52	12, Ellsworth, South St.,.....		22
Union,.....		5	16, Jerusalem,.....		11	13, Ellsworth, North St.,.....		13
Joint Districts,.....		18	19, Chicken Hill,.....		97	14, Ellsworth, East,.....		10
Total, 11 Districts,.....		194	20, Lanesville,.....		16	15, Perry,.....		6
HARWINTON.			Total, 18 Districts,.....		763	16, Hall,.....		8
1,.....		26	NORFOLK.			17, West Woods,.....		14
2,.....		46	Center,.....		138	Total, 17 Districts,.....		441
3,.....		7	West Norfolk,.....		81			
4,.....		18	East Middle,.....		31	THOMASTON.		
5,.....		13	North Middle,.....		10	Union,.....		800
6,.....		17	South Middle,.....		19	Total, 1 District,.....		800
7,.....		17	North Norfolk,.....		9			
8,.....		15	North End,.....		11	TORRINGTON.		
9,.....		7	South End,.....		11	Union,.....		1,340
10,.....		21	South Norfolk,.....		21	Total, 1 District,.....		1,340
11,.....		27	Pond District,.....		1			
12,.....		8	Crissey,.....		2	WASHINGTON.		
Total, 12 Districts,.....		222	West Middle,.....		6	1, Center,.....		42
KENT.			Total, 12 Districts,.....		340	2, Calhoun Street,.....		78
1, Flanders,.....		45	NORTH CANAAN.			3, Davis Hollow,.....		9
2, Plains,.....		55	1,.....		85	4, Upper End,.....		17
3, North Kent,.....		34	2,.....		148	5, East Street,.....		23
4, Macedonia,.....		14	3,.....		24	6, South Street,.....		10
5, Bull's Bridge,.....		29	4,.....		30	7, Church Hill,.....		23
6, South Kent,.....		22	5,.....		32	8, Marbledale,.....		13
7 and 8, Geer Mountain and Rock,.....		20	Total, 5 Districts,.....		319	9, New Preston Hill,.....		13
9, East Kent,.....		21	PLYMOUTH.			10, New Preston,.....		55
10 and 14, Skiff Mountain and Fuller Mountain,.....		16	1, Center,.....		111	11, Christian Street,.....		19
12, Kent Hollow,.....		20	2, Terryville,.....		193	12, Woodville,.....		16
13, Ore Hill,.....		27	3, East Plymouth,.....		31			
Total, 11 Districts,.....		303	4, North,.....		29			
			5, Baldwin,.....		18			
			6, Greystone,.....		14			
			7, Town Hill,.....		36			
			8, Allentown,.....		15			
			Total, 8 Districts,.....		447			

LITCHFIELD COUNTY—continued.

WARREN.		Districts. Enum. 1890.		WOODBURY.	
Districts.	Enum. 1890.			Districts.	Enum. 1890.
Center,.....	23	Polk,.....	30	1, Middle Quarter,...	33
College Farms,.....	23	East Side,.....	33	2, Down Town,....	49
North,.....	20	Oakville,.....	78	3, Up Town,.....	53
North East,.....	14	Poverty Street,....	23	4, Puckshire,.....	25
Pond,.....	17	Total, 9 Districts,.	460	5, Minortown,.....	20
West,.....	13			6, Nonnewaug,.....	10
South River,.....	3	WINCHESTER.		7, Flanders,.....	9
Total, 7 Districts,.	113	1,.....	416	8, Weekeepemee,...	18
		3,.....	17	9, Hazel Plains,....	13
WATERTOWN.		4,.....	686	10, West Side,.....	37
Center,.....	228	5,.....	10	11, Transylvania,...	20
Guernseytown,.....	18	6,.....	19	12, Quassapaug,....	2
French Mountain,...	7	7,.....	27	13, Cat Swamp,....	21
Linkfield,.....	18	8,.....	19	14, Hotchkissville,...	83
Nova Scotia,.....	25	9,.....	14		
		Total, 8 Districts,.	1,208	Total, 14 Districts,.	1,393

MIDDLESEX COUNTY.

MIDDLETOWN.		CHESTER.		KILLINGWORTH.	
City,.....	1,719	North,.....	71	South West,.....	4
Westfield, 1st,....	55	South,.....	93	Center,.....	12
Westfield, 2d,....	20	Middle,.....	53	Pine Orchard,.....	6
Westfield, 3d,....	22	West,.....	71	Union,.....	24
Westfield, 4th,....	38	Total, 4 Districts,.	288	Black Rock,.....	13
Newfield,.....	29			Stone House,.....	12
North Saddle Hill,.	25	CLINTON.		Lane,.....	22
South Saddle Hill,.	49	Union,.....	235	Chestnut Hill,.....	9
Industrial,.....	94	Total, 1 District,.	235	Total, 8 Districts,.	102
West Long Hill,....	30				
East Long Hill,....	53	CROMWELL.		MIDDLEFIELD.	
Durant,.....	103	North West,.....	64	1, North,.....	28
Farm Hill,.....	116	West,.....	80	2, South,.....	80
Johnson Lane,....	13	North,.....	92	3, East,.....	29
Hubbard,.....	52	Center,.....	66	4, Falls,.....	45
Bow Lane,.....	35	South,.....	96	Total, 4 Districts,.	182
Miller's Farms,....	310	Total, 5 Districts,.	398		
Haddam Road,.....	4			OLD SAYBROOK.	
Maromas,.....	35	DURHAM.		Union,.....	283
Total, 19 Districts,.	2,862	North,.....	30	Total, 1 District,.	283
		Quarry,.....	25		
HADDAM.		Center,.....	31	PORTLAND.	
1, Haddam Center,.	78	South,.....	17	1,.....	147
2, Higganum,.....	201	Middle West,.....	12	2,.....	689
3, Ponsett,.....	12	South West,.....	16	3,.....	52
4, Shailerville,....	30	Total, 6 Districts,.	131	4,.....	37
5, Turkey Hill,....	9	EAST HADDAM.		5,.....	21
6, Candlewood Hill,.	20	1, Center,.....	37	6,.....	114
7, Tyrlerville,....	10	2, Landing,.....	41	Total, 6 Districts,.	1,060
9, Brainard Hill,...	27	3, Red Lane,.....	36		
12, Burr,.....	16	4, Up Town,.....	28	SAYBROOK.	
14, Haddam Neck,...	20	5, Bashan,.....	45	Union,.....	272
Total, 10 Districts,.	423	6, Town Hill,.....	11	Total, 1 District,.	272
		7, Wicket Lane,....	39		
CHATHAM.		8, Leesville,....	13	WESTBROOK.	
Center, East Hampton,	125	9, Moodus,.....	87	Center,.....	48
N. Center,.....	49	10, Millington Green,.	22	Eastern,.....	20
Clark's Hill,.....	30	11, Plains,.....	27	Hayden,.....	28
North,.....	10	12, Olmstead,.....	22	North,.....	12
South East,.....	21	13, Foxtown,.....	6	Pond Meadow,.....	12
East,.....	27	14, Tater Hill,.....	14	Kirtland,.....	9
N. W., Middle Haddam,	57	15, Millington West,.	16	Horse Hill,.....	3
Gate,.....	30	16, Ackley,.....	14		
Center,.....	24	17, Hadlyme,.....	41	Total, 7 Districts,.	132
Chestnut Hill,....	31	Total, 17 Districts,.	499		
Pine Brook,.....	20	ESSEX.			
Total, 11 Districts,.	424	Consolidated,.....	337		
		Total, 1 District,.	337		

TOLLAND COUNTY.

TOLLAND.		ELLINGTON.		STAFFORD.	
Districts.	Enum. 1890.	Districts.	Enum. 1890.	Districts.	Enum. 1890.
1,	31	1,	98	1, Furnace Hollow, ..	68
2,	27	2,	28	2, Springs and Foxville, ..	546
3,	27	3,	44	4, Street,	17
4,	22	4,	14	5, Staffordville,	122
5,	17	5,	25	6, Washburn,	29
7 and 9,	17	6,	55	7, Works,	11
8,	16	7,	14	8, Rockwell Hill,	18
10,	15	8,	24	9, Hall,	17
11,	5	9,	21	10, Village,	13
12,	10	Total, 9 Districts, ..		11, Hydeville,	37
13,	20	323		12, Square Pond,	10
Total, 11 Districts, ..	207	HEBRON.		13, Center,	45
ANDOVER.		First,		14, Crow Hill,	7
Union,	65	Second,		15, Lull,	7
Total, 1 District, ..	65	Third,		16, Patten,	18
BOLTON.		Fourth,		17, Kent Hollow,	13
Center,	16	Fifth,		Total, 16 Districts, ..	
North,	37	Sixth,		978	
South,	23	Eighth,		UNION.	
South West,	22	Ninth,		1,	19
North West,	12	Tenth,		2,	21
Total, 5 Districts, ..	110	Total, 9 Districts, ..		3,	9
COLUMBIA.		223		4,	13
Center,	20	MANSFIELD.		5,	11
Chestnut Hill,	19	1, Mansfield Center, ..		6,	13
Hop River Village, ..	37	2, Mansfield Hollow, ..		7,	21
Pine Street,	24	3, Spring Hill,		8, Eagleville,	46
North,	15	4, North Center,		10, City,	9
West,	22	5, Four Corners,		11, Chestnut Hill,	24
South West,	15	6, Merrow Station, ..		12, Atwoodville,	39
Hop River,	17	7, Mansfield Depot, ..		13, Mount Hope,	19
Total, 8 Districts, ..	169	8, Eagleville,		14, Gurleyville,	16
COVENTRY.		15, Wormwood Hill, ..		15,	12
1,	129	Total, 14 Districts, ..		Total, 6 Districts, ..	
2,	31	349		VERNON.	
3,	40	SOMERS.		East,	1,100
4,	29	1,		West,	610
5,	19	2,		North West,	13
6,	24	3,		South East,	11
7,	28	4,		Center,	58
8,	30	5,		South,	35
9,	25	6,		South West,	48
10,	17	7,		Talcottville,	48
Total, 10 Districts, ..	372	8,		North East,	122
TOLLAND COUNTY.		9,		Total, 9 Districts, ..	
ELLINGTON.		10,		2,045	
STAFFORD.		Total, 10 Districts, ..		WILLINGTON.	
Union,		290		1,	25
Bolton,		290		2,	31
Columbia,		290		3,	9
Coventry,		290		4,	9
Hebron,		290		5,	15
Mansfield,		290		6,	34
Stafford,		290		7,	14
Union,		290		8,	17
Vernon,		290		9,	44
Willington,		290		Total, 9 Districts, ..	
Total,		290		198	

GENERAL SUMMARY.

COUNTIES.	Enumerated, October, 1890.	No. of districts enu- merating 10 or less.	No. of districts enu- merating over 10 but not exceeding 15.	No. of districts enu- merating over 15 but not exceeding 20.	No. of districts enu- merating over 20 but not exceeding 25.	No. of districts enu- merating over 25 but not exceeding 50.	No. of districts enu- merating over 50 but not exceeding 100.
Hartford,.....	30,790	11	22	15	22	79	41
New Haven,.....	47,060	12	13	17	25	44	24
New London,....	16,179	28	31	40	23	43	16
Fairfield,.....	32,814	14	13	16	31	74	21
Windham,.....	9,993	12	24	24	19	31	14
Litchfield,.....	11,362	36	41	46	32	48	17
Middlesex,.....	7,628	10	12	9	10	29	18
Tolland,.....	5,415	11	21	24	17	31	6
The State,.....	161,241	134	177	191	179	379	157

GENERAL SUMMARY.—CONTINUED.

COUNTIES.	No. of districts enu- merating over 100 but not exceeding 500.	No. of districts enu- merating over 500 but not exceeding 1,000.	No. of districts enu- merating over 1,000 but not exceeding 2,000.	No. of districts enu- merating over 2,000 but not exceeding 5,000.	Enumerating 18,521.	Enumerating 7,544.	Enumerating 12,203.	No. of districts in each county.
Hartford,.....	29	6	3	3	..	..	..	231
New Haven,.....	17	8	5	..	1	1	..	167
New London,.....	23	3	1	1	..	..	..	209
Fairfield,.....	22	7	1	2	..	..	1	202
Windham,.....	12	5	1	..	..	..	..	142
Litchfield,.....	15	3	1	..	..	..	..	239
Middlesex,.....	11	1	1	..	..	..	..	101
Tolland,.....	4	2	1	..	..	..	..	117
The State,.....	133	35	14	6	1	1	1	1,408

AMOUNTS PAID BY STATE FOR LIBRARIES AND
APPARATUS.

Report of Year.	Amount.
1857,	\$760.00
1858,	2,240.00
1859,	2,100.00
1860,	1,160.00
1861,	730.00
1862,	435.00
1863,	490.00
1864,	530.00
1865,	405.00
1866,	590.00
1867,	515.00
1868,	865.00
1869,	1,730.00
1870,	1,960.00
1871,	2,385.00
1872,	2,345 74
1873,	2,955.00
1874,	3,340.00
1875,	2,450.00
1876,	2,900.00
1877,	2,270.00
1878,	2,975.00
1879,	3,190.00
1880,	3,040.00
1881,	3,005.00
1882,	4,255.00
1883,	3,470.00
1884,	3,090.00
1885,	3,025.00
1886,	3,300.00
1887,	3,525.00
1888,	5,000.00
1889,	3,835.00
1890,	5,890.00
1891,	4,405.00
1892,	4,885.00
	<hr/>
	\$90,045.74

EXTRACTS FROM THE REPORTS OF SCHOOL VISITORS.

The Topics are Arranged Alphabetically.

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REPORTS OF SCHOOL VISITORS.

Appropriations, Benefit of Increased.—The slight increase of appropriation of the town has raised the average wages of female teachers from \$23.99 to \$25.73 per month; an average still too low to secure good teachers in every district. We venture the opinion that no item of increased expense can show better results. A gradual increase should continue until every district containing enough pupils to warrant the support of a school should have an appropriation adequate to pay wages of at least \$8 per week. This will allow the district committee a choice in the selection of experienced teachers. At the present wages in some districts no selection from this class of teachers can be made. When we consider the work performed by a well-equipped teacher, the money and time expended to fit them, we shall see clearly that they are not paid at \$8 per week as much as others performing less laborious service.—LEBANON, *Dr. W. P. Barber, Acting Visitor.*

Arbor-Day.—Arbor-Day was observed on May 1st, as appointed by the Governor, with appropriate exercises in all our schools. Shrubs and vines were set out on the school premises and other steps taken to improve and beautify the grounds. Voluntary contributions of money were received from the teachers and pupils to defray the expense incurred. Teachers improved the opportunity to give lessons upon trees and forests, and otherwise interest their pupils in Arboriculture. In many of the schools programs were prepared, in which the pupils by readings and recitations emphasized the uses of trees and the importance of propagating and caring for them. Much interest was developed, and the celebration of the day will doubtless prove of lasting value.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Attendance.—While there has been a decided improvement in attendance in most of the schools during the past few years, we are especially desirous to secure more positive results in this direction. Much can be done—probably more than by any other influence—by the individual teachers, especially by making school work more interesting and attractive, and by making special effort to stir up that enthusiasm and interest on the part

of the pupils that will make attendance attractive and absence a hardship. We would also again impress upon parents the importance of their hearty co-operation with the teachers in their efforts in this direction. — BRANFORD, *Dr. C. W. Gaylord, Acting Visitor.*

Attendance.—One, which is of great importance to the well being of our schools, is regular attendance. In almost nine cases out of ten a glance at the register will show the condition of the school as well as an examination of the school itself. A high rate of attendance indicates a corresponding good rate of progress. This was especially noticeable in the summer term of the Center District, in which all the girls with two exceptions were present every day, and those on account of sickness were absent one day each. I also note a very good average of attendance in Chestnut hill and West street districts. In other schools there were pupils who were present every day during a term, and in Hop river village one was present every day during the year, and two or three more were absent only a day or two. There is no one thing that would so raise the general standard of our schools as an improvement in this matter of attendance. While it is the duty of the teacher to strive in every way to interest the pupils and keep them in school, yet so limited is their power in this direction, reaching no farther than the schoolroom, that the greater part of the responsibility of the irregular attendance of the pupil rests largely with the parents.—COLUMBIA, *W. C. Robinson, Secretary.*

Attendance—Attractive Schools.—The question of attendance and tardiness is very largely in the hands of parents and guardians. Could the latter realize the immense importance of punctual and constant attendance our schools would receive such an impetus that the results of school attendance in the intelligence of the community would be much greater than at present. The Board has not the least idea of bringing about a radical reform in this matter. That, as has been said, lies in a great measure with the parents. But the difficulty of the whole matter is in the method by which schools are provided. Instruction is practically free to all, and compulsory attendance is required by law only a small fraction of the time up to the age of 16, when from a legal point of view the school life ends. It is possible for a boy to comply strictly with the law and yet to be miserably fitted for life when he leaves school. In the opinion of the Board of School Visitors the best way in which to influence parents in this matter is to make school so attractive that Willie or Nellie will never think of impressing upon father or mother the importance of some trivial reason for being absent from school. A proper ministration to the natural and almost insatiable curiosity of children will remove the desire to absent themselves.—PUTNAM, *Charles L. Torrey, Secretary.*

Attendance, Irregular.—This has been stimulated, and there have been many cases of constant attendance. Among these appear the fruits of study and commendable progress. The Central School has been over-crowded, and the attendance very irregular. Tardiness is an associate evil. Over seventy names have been upon the register; but the average attendance is only thirty-nine. The schoolroom has been inadequate and unfit. To secure order and progress under such circumstances, is a task herculean. Unless parents give more attention to secure the regular attendance of their children, the services of a truant-officer will be required. Some parents are accustomed to change their children from one school to another, and back again, in a way injurious to the children, and discouraging to the teacher. The changed location of the Oyster River School has proved favorable.—OLD SAYBROOK, *Rev. Bernard Paine, Rev. J. D. S. Pardee, Acting Visitors.*

Attendance, Irregular.—When a child is kept out of school one or two days in a week, he loses interest, falls behind, and drags the others with him. Parents do not realize how much mischief to the child's education is wrought by keeping him out of school on such frivolous pretenses. If the child was working in a factory or shop he would not be kept out for any such reason. It is *as* important that he be found *regularly* in the one place as in the other.—CROMWELL, *Rev. H. G. Marshall, Acting Visitor.*

Attendance, Irregular.—It is a lamentable fact that in this town, rich, enlightened, and so advanced in every element of civilization during the period since free schools have existed, many children have been permitted to attain years of maturity *without having learned to read or write*. I have found some children since I have held the office of school visitor, who have never been to school a day in their lives! and scores of others have attended so irregularly that they have derived little or no benefit from their schooling. Now I submit that this state of affairs is a grievous wrong to the children and a disgrace to such of the town's paid school officers as have by their neglect of duty allowed its existence. There are but two excuses admissible for non-attendance of children at school—sickness and poverty. I say nothing of the first; but of the second I assert without fear of contradiction that there is no parent in this town so destitute that he is unable to send his child to school until it has been well-grounded in the rudiments of a plain English education. This attendance need not extend beyond the time of life when the labor of the child becomes of value to the community or his parents. If a child not mentally defective is kept at school regularly, he will, by the age of thirteen or fourteen, have acquired a fair knowledge of the various branches taught in our public schools. This degree of education it is the right of all children to obtain, and of every parent, through the public school system, to impart; and in the conditions and re-

quirements of life which obtain in this age and country, it is a crime for parent or public official to allow a child to grow to maturity without receiving that amount of good elementary instruction which our public schools afford. The law of the State is quite strict for the compulsion of attendance; but what avails a law if there be no one to execute it? But the enforcement of the law concerning non-attendance, absenteeism, and truancy creates ill-will among delinquents; and hence public officers whose tenure of office is dependent on popular favor are somewhat reluctant to set the machinery of the law in motion, fearing the consequences may not accrue to their advantage. Yet this is no excuse; for I hold there is no duty incumbent on a school visitor more important or imperative than this. If the children can be gotten into the schools, the teachers may be trusted to impart the needful instruction. And for one, I intend, so long as I remain a school visitor of this town, to see that every child of proper age, whose circumstances permit, is sent regularly to school during the whole time the schools are in session. I should feel that I had grossly failed in my duty to the people of the town and their children, if, at the expiration of my term of office, one individual could be found who had been allowed to reach adult age during that period without having received, in some measure, however slight, instruction in the simple elementary branches of education taught in our public schools.—GREENWICH, *Geo. P. Fisher, Acting Visitor.*

Attendance, Irregular.—The difference between the aggregate and possible attendance of the registered scholars is large. But when this is compared with the possible attendance of the enumerated scholars for whom the schools are provided, the result is astonishing. The number present on the days when schools were visited averaged only about 72 per cent. of the registered number, and sometimes as many as half were absent.—COLEBROOK, *Rev. D. M. Moore, Acting Visitor.*

Attendance, Irregular.—Competent and faithful teachers have been employed, but where the parents permit their children to be out of school so much of the time, our schools cannot prosper, nor should the children be expected to learn.—NEW HARTFORD, *C. F. Loomis, Secretary.*

Attendance, Irregular.—The chief difficulty in the way of greater efficiency is found in the irregular attendance of the children. The law specifies that each child shall attend school twelve consecutive weeks. But there are many parents who, without any regard to the law or the welfare of their children, allow them to absent themselves one or two days of each week for some frivolous excuse, and thus fail to gain the full benefit of the instruction the teachers seek to impart. An average child needs the full forty

weeks of school discipline to gain much benefit from its attendance, rather than the twelve, the minimum required. Parents should have the interest of their children sufficiently at heart to remedy this evil. They should not allow a child, when the school year begins, to lose a day without the best of reasons for the failure. If the State appropriates money, as it does ungrudgingly, and the citizens of the town are taxed to supplement what is needed to support the schools, the State and the town have the right to demand that the money be not wasted. The State and the town have the right to take measures to remedy the evil and compel a parent, if need be, to see that his children for the few years they are eligible for attendance at school are regular in it.

Truancy is an evil not unknown in our town. As the State has appointed a truant officer, who has the power to prosecute offenders, the board hereby give notice that his aid will be invoked, if need be, this year to correct the evil in question.—DARIEN, *Samuel C. Austin, Acting Visitor.*

Attendance, Irregular.—There will always be found in every community some parents who are so blind to their own welfare and to that of their children as to allow the latter to habitually absent themselves from school. This community is no exception. There are a few such families here. The children are in school only when the law compels them. It is among such people that the truant officer finds his work. The numerous visits of Mr. Potter, the State's truant officer, to this town, and the cases he investigated, has had a marked result in increasing the attendance of pupils from delinquent families. But most likely this attendance will continue only so long as such families have reason to remember the application of the law in their case. This is a matter of importance. Parents allowing their children to grow up in ignorance but well schooled in vice endanger the safety of the community in which they live. It makes no difference whether such parents suffer this state of affairs to begin and continue from carelessness, negligence, or anything else. The result is the same. In nearly every case it costs the community the loss of a future good citizen. And since the public school has, in the policy of the State, its only reason for existing, that it may furnish well-trained citizens, it is no more the duty of a community to establish good schools than it is to see that *all* children within its limits receive those helps and influences towards good citizenship which its schools furnish — WALLINGFORD, *F. J. Heavens, Principal.*

Attendance, Irregular.—There is one fact about our schools which requires some more stringent method than has heretofore been adopted, viz.: the evil of irregular attendance. We have a law against non-attendance and against setting children at work under the prescribed age, but we have little provision in our town to improve attendance at school. Irregularity in this regard is

the most discouraging feature in school work, the greatest bar to progress, the most potent educator in carelessness and indifference. It is not our own schools only of which this is true, for almost every report from every school district in the State has this evil as the burden of its complaint.

There are two ways in which this enemy of our schools may be dealt with and checked. The first would require action on the part of the State. This would be by an act of the legislature, requiring, as some one has suggested, "the scholar to reach a certain proficiency rather than a certain age as the limit of attending school." For the question of non-attendance and irregular attendance must be energetically dealt with to protect the teacher, to protect the scholar against careless parents, and for the good name of our schools and the best use of town and State money appropriated for educational purposes.

Now, if we cannot hope for the assistance of the State in curbing and curing this great drawback, or if it may seem unwise or inexpedient to adopt this idea suggested above, we have a remedy, or agency, close at hand, which may be immediately employed to stop this wrong against our educational system. There is nothing to prevent the appointing of a truant officer, whose duty shall be to look up every negligent scholar reported to him by the superintendent of the public schools. For it goes without argument that the question of attendance or non-attendance of school children cannot safely be left with the judgment of some parents.

Inexcusable absence from school, on any pretext whatever, ought to be considered truancy. The real truancy or absence lies further back than the act of the pupil, and rests in the consent of the parents. Parents who pay little regard to the notes of inquiry or to the house to house visiting of the teachers, on the contrary, often resenting these means to secure regular attendance as unnecessary intrusions, would have a wholesome regard for a vigorous truant officer, clothed with power to act.—ANSONIA, *Charles E. Woodcock, Acting Visitor.*

Attendance, Irregular. — The average attendance in our schools is not what it should be. Although there were only 7 scholars enumerated who did not attend at some time during the school year (and they were under six years of age), the highest average attendance was 1.10. This low rate of attendance was not so much owing to some scholars being absent for several weeks at a time as it was to scholars being absent one or two days at a time. Now, this fault lies, to a large extent, with the patrons of the school. Some of them do not seem to realize but that they are sending their children to school regularly, forgetting that being absent a day or more each week amounts to several weeks during the school year; and if they do not realize the time lost, they certainly do not realize what the scholar loses by not being able to keep up with his class, which he certainly cannot do unless he is

present every day. In my experience as a teacher, I have found that only those who attended nearly every day made progress that was satisfactory to either themselves or their parents. With too many of those who have the charge of children who should attend school, school comes last. If there is a little extra work to be done, it is, "Johnnie, you need not (or cannot) go to school to-day; I wish you to help me." While I am willing to acknowledge that perhaps this is necessary once in a while, it is the exception rather than the rule. There are others who allow their children to be absent from school, because the child has been punished, or does not happen to like the teacher, or the parents themselves have some little grudge against the teacher, or, if not against her, against some of her relatives, or, as has been the case some times, the parents were not on friendly terms with the committee. Now, I ask, Is this right? Are you doing the right thing for your children? Do you realize that these actions are very discouraging to the teacher? Are you getting what you are paying for?—ROXBURY, *A. L. Pierce, Acting Visitor.*

Attendance, Irregular.—Our schools, with few exceptions, are in a very unsatisfactory condition. One of the principal causes of this is irregular attendance. Habits of punctuality and regularity are essential to the success of the progress made both by teacher as well as pupil. If parents would but awake to the value of constant attendance on school work, this state of things would cease to exist. Those who stay out a part of the time expect to keep in place with those who attend, which is impossible, and to keep the pupils apart in classes multiplies the work of the teachers, and is always unsatisfactory.—EAST GRANBY, *Henry L. Clark, Acting Visitor.*

Attendance, Irregular.—Parents should understand how heartily we appreciate their coöperation in securing regular and constant attendance. We cannot, however, disguise the fact (and we would not if we could), that great injury is done the individual and serious hindrance results to the school by the few who are careless or indifferent concerning their children's attendance, or who permit irregularities for slight and insufficient cause. If such parents would but consider how important are habits of regularity, habits of application, habits of self-control, all which are inculcated by the simple act of going to school every day at the proper time, to future advancement and success, they would suffer nothing to interfere with the school. These words are written in the hope that they may fall under the eye of such parents, and come to them with the force of a direct appeal to keep the children in school constantly and punctually.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Attendance, Irregular. — Some of our schools have improved the past year : in others, the improvement has failed to crop out so as to be visible. Why this poor showing? Irregular attendance on the part of the children, for no good reason. — STERLING, *B. S. Bliss, Acting Visitor.*

Attendance, Irregular. — The failure is in the children not attending more regularly. I found in one school two boys of about the same age equally bright. The first time I visited the school they were together in division. At the end of the year one of them was through reduction, the other was still in division. Speaking to the teacher about it, she said that the first had been to school every day, and the other had missed a great many. On looking at the register I found that the first had attended five days in a week, and the other had stayed out five days in a week. Was the teacher to blame that that boy had made no progress? — OLD LYME, *A. H. Griswold, Acting Visitor.*

Attendance, Irregular. — From the above figures it will appear that forty children were not registered as attending school. Some of these doubtless attended other schools out of town. But most of them were not in school. And some of those who did attend were so irregular that they received but little good. Do parents realize the great wrong they are doing their children by allowing them to grow up in ignorance? This is an age of enlightenment and progress. Never were the opportunities for obtaining an education greater than the present. Our children will have a poor prospect in life unless they are sent to school regularly. — AVON, *Rev. N. J. Seeley, Acting Visitor.*

Attendance, Irregular. — The great defect of irregular attendance still continues in many of our schools. This many times comes from thoughtlessness on the part of parents. There should be an earnest desire and strong effort made on the part of parents and scholars to have this evil remedied. — EAST WINDSOR, *J. B. Noble, O. S. Wood, Acting Visitors.*

Attendance, Irregular. — Irregularity must be placed largely to the credit of parents. An absence, now and then, is too lightly considered by some. It does serious harm to the child when it is not a necessity. He is early learning the lesson of laxity, which is very certain to follow him in maturity. — LEBANON, *Dr. W. P. Barber, Acting Visitor.*

Attendance, Irregular. — A careful examination of the registers of the several districts will show that a very large percentage of the registered children (not the enumerated) are very irregular in their attendance ; that many that commence at the beginning of

the term attend for a few days, and then drop out two days each week, and later on three or four days, and before the close their presence in the schoolroom is a surprise to themselves and to the teacher. When the next term commences the same wrong course is repeated, and the result is that the close of the school year finds not more than fifty or sixty days of attendance to their credit. Such irregular attendance is highly injurious to the school, very discouraging to the teacher, and almost equivalent to a total loss of school privileges to the individual pupil. To try to remedy this evil and improve the attendance by calling the attention of the parents and guardians of the children, and all others now in this hall that are interested in the public schools, is my object in devoting so much time to the matter. I urge upon all that have the control of children to see that they attend the school every day if possible. Exert yourselves in this direction, and you will greatly benefit your child, improve the standing of the school in your district, encourage the teacher, and assist in correcting one of the most serious evils now existing in our school system. Presence of the pupil in school every day is gain and encouragement to teacher and scholar; absence from the school is discouragement to the teacher, and great, almost irreparable, loss to the scholar. — LYME, *H. B. Sisson, Acting Visitor.*

Attendance, Irregular.—The evil of irregular attendance and untimely departure is often overlooked by parents, but the fact remains that it is a serious drawback to progression. Irregular attendance causes the breaking up of classes, discourages those who attend regularly, perplexes and disheartens the teacher, and cultivates in the irregular pupil a habit which will be a disadvantage to him through life. The first element of success in the work of the school is regular attendance. By a regular attendance only can a pupil receive the full benefit of the school.—NORWICH, *Palmer Bill, Acting Visitor.*

Buildings, Care of.—The laws of the State make it compulsory for parents and guardians to send their children to school, so if we must make laws compelling children to go to school, we should so exalt the law of interest that it will need no law to keep them there. To this end school premises should be made attractive. Let trees, shrubs, and flowers adorn the grounds, while maps and charts hang about the schoolrooms, the room being furnished with modern desks and chairs, making it a place of beauty which is a joy forever. At such a place the children will be ready to gather for study, and feel an interest in preserving them from injury.—NORWICH, *Palmer Bill, Acting Visitor.*

Buildings, School.—The schoolhouses should be made cosy and attractive, and outbuildings should be kept neat and clean, and free from anything which would lead or teach lessons of vice and

vulgarity to children who are sent from home to be taught things virtuous and true. I would make reference as a model in this respect to the schoolhouse and outbuildings in No. 3.—WOODSTOCK, *W. W. Webber, Acting Visitor.*

Buildings, School.—The first duty a district has to perform is to provide proper school buildings. The room in which the children are required to sit for six hours a day should be large enough to accommodate all the scholars comfortably, and should contain cubic space enough to give each scholar his due allowance of air. It should be light and cheerful. The wall should have ample black-board space, and besides this should receive decorations of some sort to rest the eye and relieve the monotonous glare. The desks should be of the modern pattern, graded in size to accurately fit the pupil, and each scholar should have a sitting to himself. Single seats add much to the appearance of the room and are a distinct aid toward discipline and good lessons. The teacher should find in the room all the necessary models, charts, and appliances which her work requires.—ENFIELD, *Dr. Geo. T. Finch, Acting Visitor.*

Civil Government, Flags.—Because it is a manifest design of the schools, in part, to prepare the pupils for citizenship, and thus to aid in preserving and perfecting popular government among us, some prominence has been given to the study of "civil government" in the higher grades of our schools, in order that, in addition to the general intelligence which we aim to develop in our children, there also may be imparted to them, when they are qualified to receive it, precise information concerning the true principles of civil government, the various forms of government under which we live, the methods by which our principal civil officers are chosen, and the duties that devolve upon them. And, inasmuch as it is true, not only that the more advanced pupils should thus be taught the principles and methods of civil government, but also that every school should be a nursery of patriotism, we have welcomed, and desire to commend the efforts of teachers and pupils, and of others, both individuals and organizations, who have aided in this direction, to provide the schools with the national ensign. The year has witnessed a number of flag-raising, some of which have been memorable occasions; and now above every schoolhouse in town, with one exception, is the tall staff from which the banner of our country may float at all suitable times.—ESSEX, *Rev. L. S. Griggs, W. A. Russell, Acting Visitors.*

Committee, Duty of District.—The district committee should exercise care in the selection of a teacher. He should seek one whose intellectual and moral character is such he would be willing to trust to her training the tender and impressible mind of his child. He should see that the furniture of the schoolroom is in

order. He should provide plenty of fuel properly prepared. There is a loss of precious time and a waste of public funds when the schoolroom cannot be warmed. No scholar should be allowed habitually to disturb the good order of the school. He should make a wise use of the public funds for incidental expenses. These have ranged from about twenty-five to sixty-five cents per week in the different districts. — COLEBROOK, *Rev. D. M. Moore, Acting Visitor.*

Course of Study. — The course of study put into the hands of teachers last January has been a help in the right direction. It was not designed to mark out in detail the work of the schools, but to indicate in outline the plan. A full understanding of the outline in all the grades is necessary for success in any grade. A thorough comprehension of principles is more important than any amount of detail. The teacher should look through children, as well as through books. The teacher should transform herself into the environment of the pupil, so as to be able to think with the child's mind and experience the embarrassments and struggles under which the learner labors. One writer remarks, "The power of teaching a little well depends upon knowing much." In preparing for the lessons, the teacher should decide what and how she will attempt to teach: (1) Arrange points in the natural order of development. (2) Prepare a series of questions which will bring out in logical order the points of the lesson. (3) Lead the children to state clearly what they observe. (4) Keep the attention fixed upon the main point of the lesson. (5) Be sure that each child understands what he is to do before he begins. — BRISTOL, *J. F. Williams, Acting Visitor.*

Course of Study. — The most prominent matter under discussion at the present time in educational conventions and journals is to determine as to the work that may be most advantageously pursued in the public schools. As but a small proportion of our pupils go further than the grammar school, it is considered of vital importance to so prepare the curriculum that the very best results may obtain to fit the pupil for life's work. Industrial training is strongly recommended by the best educators, and without doubt will soon be an essential part of the regular work of the schoolroom. Several of our scholars have already commenced work in that line, with flattering success. — KILLINGLY, *Anthony Ames, Secretary.*

Criticism of Schools. — This district, like some others in town, has within its borders some would-be critics, whose principal interest in schools seems to consist in unreasonable fault findings, but who know nothing about the schools by having visited them. — STAFFORD, *J. R. Washburn, Acting Visitor.*

Discipline.—The teachers in some of our schools have been criticised for lack of government or too severe discipline. If parents, before they take the part of a complaining child, would visit the school and see the daily routine of labor, they would be less liable to err in their judgment, and would sympathize more fully with the teacher. In examining the schedule annexed, it will be seen how few parents take the pains to visit the school and make the acquaintance of the one who has the charge of their children for so large a part of the year. An occasional visit and word of sympathy from the parents would brighten and cheer the daily labors of the teachers, and stimulate their interest in the pupils. — HAMDEN, *Elias Dickerman, Secretary.*

Discipline.—Weakness or failure is more likely to be in the power to govern, to interest and draw out the minds of the children, or to inspire them to seek after knowledge as for hidden treasures. Several of our teachers have shown peculiar skill as educators of youth. — COLEBROOK, *Rev. D. M. Moore, Acting Visitor.*

Discipline.—To the thoughtful observer, there is no safer criterion by which to measure a teacher's general ability than what is understood by school discipline. Fear of punishment and hope of reward have their proper influence and place, but there are influences more effective, though more subtle than these. To inspire an interest in the search for knowledge that shall grow with the increase of knowledge, to cultivate a love for respectful and courteous behavior, to create such an atmosphere in school that all that is dishonest, boisterous, and disorderly shall meet a rebuke from scholars before it passes to the teacher's notice, is to secure the conditions necessary for perfect discipline, and evinces the highest genius both for teaching and for the grander work of building character.

Where such an atmosphere exists the school appears to govern itself. The teacher is the power that accomplishes it by means of subtle influences that emanate from his noble, magnetic character. Scholars who are constantly suspected of deceit and rascality will not develop the highest type of character, but will probably exhibit the traits that are charged upon them. They must, oftentimes, be thrown upon their own convictions of right conduct, and *trusted*. My picture may seem ideal, but I can take you to one of our primary rooms where the teacher may be absent half an hour, leaving no monitor, and no disorderly act will occur; but the "busy work" of the little ones will go on as quietly as if the teacher were present. While human nature remains prone to evil, and home training is sadly imperfect, there will sometimes occur instances where corporal punishment may wisely be resorted to; but I am glad to record that our teachers are relying upon gentler means; boisterousness and roughness on the play-ground are diminishing, and

more attention is paid to politeness.—NEW BRITAIN, *J. N. Bartlett, Superintendent.*

Discipline, Need of.—We have some children in our schools who are very hard to get along with. If the teacher is kind, they seem to think that she is a coward, and take advantage of her kindness. They seem to forget that they are learning for themselves, but act as if it was for the teacher. We must have order in our schools. Moral suasion never will do it, and I don't believe in forbidding a teacher to punish, as it gives the children all the advantage.—OLD LYME, *A. H. Griswold, Acting Visitor.*

Diseases, Contagious, Effect upon Attendance.—The true test of the efficiency of a school is the average attendance. During the fall term there was an increase of 112, and in the winter term of 54; but during the summer term, owing to a few cases of scarlatina, the attendance fell off 96 from last year. This is the second time during the past five years that the schools have been crippled by the occurrence of infectious disease. Would it not be advisable to adopt quarantine regulations, so that this would not happen?—TORRINGTON, *E. H. Forbes, Superintendent.*

District Meetings.—Districts in which above seventy-five children are enumerated, are seldom represented at an annual meeting by more than half a dozen persons, and this, too, even when the odious tax clause is inserted in the call. The office of committee is given to anyone who will take it, and a new committee usually signifies a new teacher. Relationship, favoritism, or a personal difference suggests a change, and an old friend, tried and faithful, gives place to an uncertain quantity.—CHESTER, *Andrew Warner, Acting Visitor.*

Districts, Schools, Small—Changes to Secure Equality.—This table shows that in the 5 largest districts there are 1,191 scholars, and in the remaining 11 there are 178 scholars; in other words, nearly $\frac{1}{3}$ of the scholars are in five schools, and about $\frac{1}{8}$ in 11 schools. In the 5 schools there are 24 teachers, giving, on the basis of the enumeration, about 50 scholars per teacher to be cared for; in the 11 schools there are 10 teachers, giving them an average of about 18 scholars. It is everywhere conceded that all are entitled to equal privileges in obtaining an education through the use of the public money, and the question whether any more equitable disbursement can be made is every year debated by those having it in charge, but no better plan has been found than that which has been in use for some years, and which is again presented in the former part of this report.

The question remains whether any other changes for the better can be made. It would appear that a less number of districts,

with more scholars in each, would be an advantage. Such a change could be made by consolidating districts and adjusting boundaries, if viewed in a friendly light by those most interested, and the more roads and better facilities for going to and fro than formerly make such a plan the more feasible; and it has been noticed in individual cases that where more desirable schools were to be found the distance to be traveled proved no obstacle. Such has been the case in the Second District, where the number enumerated last October was 22, but the number enrolled in school was only 6, the rest preferring to go to other districts. In the Eighth also there has been no school for three years, and scholars have gone to other districts; still longer ago the Twelfth and the Fifth were entirely obliterated, and parts annexed to adjoining districts. Many of the conditions that once made the present division into districts suitable and proper no longer exist, and changes could doubtless now be made that would give to some sections better school privileges, at a less annual cost to the town. — STONINGTON, *Acting Visitors*.

District System, Evils of. — We again emphasize the fact that the district system is a great hindrance to the efficiency of our schools.

Its disastrous effects can be summed up in a minimum of words, namely: Small schools, meagre salaries, poor teachers, incessant change, multiplicity of officers, and instruction devoid of inspiration and lacking the conditions necessary to steady progression. — VOLUNTOWN, *A. E. Bitgood, Acting Visitor*.

District System, Evils of. — How often does the district committee take advantage of his office and engage some relative or connection of his own, perhaps his own daughter, and give her the salary, without any regard to the fitness of the candidate? How often is a school district kept in turmoil for weeks by intrigues to elect a committee, who has promised to engage some prominent man's son or daughter?

Instead of regarding the office of teacher as a sacred trust, whose duties are to be thoroughly and conscientiously fulfilled, they are regarded as drudgery to be got through with as easily as possible consistent with obtaining the salary. The consequence is that in some of the districts no intelligent effort is made to obtain capable and efficient teachers. If, by mere good fortune, a competent teacher is secured, he has little chance of retaining his position after the term of office of the committee who hired him expires. The committee is superseded by intrigues similar to those that secured him his office, and the new one hires a relative or friend of his as a matter of course. As long as this system of management prevails the schools will fail to accomplish the purpose for which they were organized, viz.: To develop intellectual capabilities and build up the great fabric of mental power. — VOLUNTOWN, *A. E. Bitgood, Acting Visitor*.

Drawing.—Drawing is only another means of expression, often more forcible than the written or printed word; and the ability to sketch with some degree of nicety any plan or other design is an accomplishment easily acquired by pupils, and thoroughly enjoyed by most of them, and which ought to be obtained in our schools. Besides this, it teaches habits of accuracy, good judgment, nicety of discernment, and neatness—all of which are prime requisites of success in any calling. Furthermore, it is quite often the correct avenue of approach to awaken the energies of some listless pupils, and in the hands of a wise teacher may be made to contribute to all other studies of the curriculum, thus making the study which they like lend interest to the one which they dislike. It may be urged that our teachers are not prepared for this work. This is, doubtless, true to some extent, but the same might have been urged relative to music. It is true in either case that most teachers, when they once become thoroughly interested in the subjects, find that it is possible for them to conduct the exercises so that good results are obtained.—MILFORD, *H. I. Mathewson, Principal.*

Drawing, Method in.—The largest results in drawing cannot be obtained until the instruction is made to depend less upon the drawing books and more upon the study and reproduction of forms in nature. I am in doubt whether the pupil's perception and judgment are greatly developed, his originality stimulated, or his love of order and beauty in nature nourished, by simply doing the work outlined in the book.—MIDDLETOWN, *W. B. Ferguson, Superintendent.*

Education, Object of.—We plead for a broader education, not an easier one, but of far more interest to the pupils. Many a bright boy or girl who regards the committing to memory of certain dry rules of syntax as so much drudgery will enter with enthusiasm upon the reading of literature and the study of the science of language. It seems also to me that we lose sight of the object of all true education, which is not to tell how much six pounds of cheese will come to at ten cents a pound, but to be able to think. The thoughtful man is the educated man, and we conceive the great purpose of education to be to develop correct habits of thought, and make a right use of the faculty of reason.—MIDDLETOWN, *Rev. C. A. Piddock, Acting Visitor.*

Excuses.—Were I able to give the number of excuses for leaving school during sessions presented to the teachers during the past year, the figures would be surprising. It is an evil second only to that of complete non-attendance, and, so far as the pupil is concerned, the effects are nearly identical. Many, and perhaps most, of these excuses request the dismissal of the

pupil immediately after roll-call, and consequently the entire class work of the session is lost. The pupil appears as present on the school register, and thus our statistics are not materially interfered with from this source, but it results in detriment to the pupil and to the school. As in the case of necessary tardiness, we prefer that the pupil should be present during part of a session, if absolutely necessary to be excused for the remainder; but it is against requests to be excused for unnecessary causes which I protest, and I am satisfied that there are many such presented. In view of these facts, I ask the board to make a regulation that hereafter no excuse shall be granted by any teacher for the dismissal of a pupil at any session, unless such excuse shall state a reason therefor which shall be satisfactory to the teacher, or to the principal, if the teacher is in doubt. It is not the desire of the principal, nor of the teachers, to be inquisitive relative to the private affairs of parents or pupils, except in so far as the best interests of the school require good and sufficient reasons for any interruptions to the work of its regular sessions. Such reasons the board has a right to demand, through its teachers, of those who desire for their children the benefits of the schools. — MILFORD, *H. I. Mathewson, Principal.*

Flag.—Moosup school building, we believe, is the only one in town over which floats the stars and stripes. There should be one over every schoolhouse in town. Few of the children know what the old flag means to us as a people, and what its defense has cost in lives and treasure. They should be taught to revere and love it, should know what their duties are to the government which it represents. A little effort on the part of parents would awaken sufficient interest among teachers and pupils to secure one for every schoolhouse.—PLAINFIELD, *Rev. S. H. Fellows, Secretary.*

Flag.—Not because other towns have set the good example to hoist our beautiful flag on their schoolhouses, but to better instill the spirit of Americanism into the minds and hearts of the rising generation, it is earnestly recommended to our people all over town to unite and raise the necessary funds with which to defray the expense of providing a flag for every schoolhouse. An object-lesson of this kind cannot but bear the best of results.—WEST HARTFORD, *A. C. Sternberg, Acting Visitor.*

Flags.—It is the crowning duty of the present hour to inculcate in the minds and hearts of our youth a spirit of true and abiding patriotism, a genuine loyalty to American institutions and American liberty. We annually receive in this country 500,000 people from other nations. They are promptly granted the privileges of American citizens, and their children with ours will soon be called upon to wield the destinies of this great Republic.

In the tread of the hosts of these on-coming children, we shall welcome victory over the disintegrating forces of a republican government, or we shall hear in their overwhelming advance the dead march of national defeat. These children must be taught and inspired to focus their patriotism in the institutions of their adopted land rather than in those of the lands from which their fathers came. Patriotic thought and feeling and activity must somehow be wrought into the lives of all these budding citizens. How can it be done except in the public schools? The public school is the one and only force that can reach all classes and conditions of society. We have the children of the nation in their entirety, and can mold them as we will. The school of to-day is not merely a place where the pupil is sent to acquire specific knowledge that may be useful to him in after life; it is a broad national institution where every power and every faculty of the youth's mind is to be developed. The schools are the nurseries of citizenship; they are the only sure guaranty of our national perpetuity; and we as teachers must take upon ourselves the responsibility of inculcating principles that shall yield the fruitage of exalted patriotism. The foundations of this patriotism must be laid in the schools. They must be laid in honesty, justice, respect for law, and a love for humanity, for without these there can be no genuine love of country.

Realizing the importance of this instruction, we desire to introduce some positive lessons in connection with our flag or memorial days which shall directly accomplish the desired results. We recommend that the Board shall cause the national flag to be raised on the school buildings on all national or State holidays and on anniversaries of memorable events in our country's history. And that on such days when the schools are in session the pupils of each school receive appropriate instruction relative to the persons or events commemorated.

I recommend the following for stated flag days :

Sept. 10, Perry's Victory.	Feb. 12, Abraham Lincoln Born.
Sept. 17, Antietam.	April 2, 1743, Thomas Jefferson Born.
Sept. 22, Emancipation Proclamation.	April 6, Battle of Shiloh.
Oct. 12, Columbus discovered America.	April 9, 1865, Lee Surrendered to Grant at Appomattox.
Oct. 19, Cornwallis's Surrender.	April 19, Battle of Lexington.
Nov. 14, Sherman's March to the Sea.	April 27, 1822, U. S. Grant Born.
Nov. 19, Garfield Born.	April 30, 1789, Inauguration of Washington.
Dec. 8, Birth of Eli Whitney.	May 14, { Founding of Jamestown.
Dec. 16, Boston Tea Party.	{ Timothy Dwight Born, 1752.
Dec. 22, Forefathers' Day.	May 29, Patrick Henry Born, 1736.
Jan. 1, American Flag first used by Washington.	May 30, Decoration Day.
Jan. 6, Charles Sumner Born.	June 14, American Flag Adopted.
Jan. 8, Battle of New Orleans.	June 17, Battle of Bunker Hill.
Jan. 18, Daniel Webster Born.	

And that such other days of local or national importance be observed as the Superintendent may direct.—NEW HAVEN, V. G. Curtis, Superintendent.

Flag, School.—The Stars and Stripes, the emblem of our great nation, has floated from each of our six schoolhouses when wise and practicable throughout the year. Its silent and impressive teachings have been supplemented by such lessons as can be drawn incidentally from the regular school exercises. Such opportunities as are afforded by elections and anniversaries have also been utilized to familiarize the pupils with the duties of citizenship, awaken in them a love of country, and prepare them for intelligent devotion to its interests.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Flag, School.—One pleasant and patriotic feature is the raising of the U. S. flag over the school building—it was a happy thought. The children will learn to love the flag and what it represents when young. It will inspire them with patriotic thoughts when they see it floating above their youthful heads. An interesting story might be told to the scholars of its history from the time of the early revolution to the present—of its thirteen stars representing only that number of the original States; that now its glittering stars have increased in number; that its mighty folds are wider, and many have fought and died under this banner for the defense of the country from foes within as well as without.—STAFFORD, *J. R. Washburn, Acting Visitor.*

Flags, School.—Handsome flags now float proudly over two schoolhouses, thanks to the energetic committees of Salisbury Centre and Amesville. Children thus reared under the flag will not fail to be patriotic, whatever else they may fail to be. The love of country and the duty of loyalty are lessons silently inculcated by these banners each time they wave on the passing breeze. We may not in a Pharisaical spirit thank God that we are not as other men are, but we are constrained to thank God and the fathers of the Republic that we live in a country which fosters free and universal education, when we read such statements as these by Dr. Felix L. Oswald: "While western Europe is strengthening its social dams to stay the deluge of revolutionary doctrines, Russia is trying to stop up the fountain of evil on the plan of Prince Metsherski, who informed his countrymen that all disloyalty and discontent could be traced to the arch-curse of popular education. The power of the Russian police has accordingly to be strengthened by a board of anti-school commissioners. In three different provinces the activity of that bureau has provoked the protests even of the long-suffering mujiks, but the provincial governors have specifics of their own for the cure of indignation meetings. Workingmen have been prohibited from instructing their children at home, and are now required to let them pass their leisure hours in the streets, where the manner of their occupation can be more easily controlled. The plan of hiding a government spy in every private bedroom may have been

deemed impracticable, but in the province of Podolia private families have actually been punished for keeping educational textbooks in their houses. The patriotic commissioners ought to complete their precautions by confiscating all private ink bottles, and compelling inquisitive youngsters to pass their holidays in the parish calaboose." — SALISBURY, *Rev. R. F. Putnam, Secretary.*

Flags, School. — Terryville has taken the initiative in this matter in this vicinity, and on every pleasant school day the flag of the Union is spread to the breeze, inspiring even the youngest with a sentiment of patriotism and a desire to know more of the history of this our country, of which that flag is the representative emblem. I trust that the day is not far distant when over every schoolhouse in the town a flag shall float, reminding our boys that they have a country, that that country has a history, and proving also an incentive to them to prepare in their early days to understand the theory and practical working of the best government on the face of the earth, that they may be able to maintain and defend it in the days to come. — PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Geography. — The old methods of pointing out black dots and marks on paper, memorizing the heights of mountains, lengths of rivers, number of square miles in different countries, and many other things equally reprehensible are being discarded by all progressive teachers. Such teaching is positively injurious. It disgraces the name of knowledge, and prevents mental improvement. Far better than memorizing these figures would be acquiring a knowledge of many interesting facts in physical geography.

If the fundamental work be thorough, I believe, by skillful questioning, that a child will infer more and draw more correct conclusions in a week than he can memorize from a geography in a term. — BLOOMFIELD, *C. E. Miller, Acting Visitor.*

Graded School. — We cannot close this report without calling your attention to the valuable time lost in neglecting to do something toward the establishment of a graded school in the center of the town. The advantages of such an action are too imperative to discuss. The decrease of scholars in the neighboring districts only increases the demand for such a school. The First, Second, Third, and Fourth districts could be advantageously consolidated. Any thinking man can see that the schools could be maintained far more economical and efficient if cared for and controlled by our competent board, which is responsible to the town for all its acts. — EAST GRANBY, *Henry L. Carter, Acting Visitor.*

Health of Schools. — We think it important to call attention to our schools with reference to the health of those who spend so many hours in them. During the past two years attendance has

been very irregular on account of sickness, and disease has prevailed to such an extent at times as almost to require the discontinuance of some of them. Sittings in a room often crowded two or three successive hours, day after day, where the light and ventilation is imperfect and the heat unequal, predisposes to sickness. It only needs the exciting cause of a draught of cold or poisoned air to develop disease. Teachers should be as particular and conscientious in maintaining a proper and uniform temperature as they are in imparting knowledge. The air should be renewed at convenient times, and children guarded from harmful draughts. District committees should see that the surroundings and outbuildings are always in a cleanly and sanitary condition. The town board of health has recognized the fact that epidemic diseases often begin and spread in the schools, and teachers are now required under legal penalty to report all cases of contagious disease occurring in their rooms to the health board. Parents cannot now send their children to any school in the town if such diseases exist in their homes. While actual disease requires prompt action, the preventive of it ought to be one of the first duties of those having them in charge. — ORANGE, *Dr. J. F. Barnett, Acting Visitor.*

Health in Schools.—A half century ago, when boys and girls were reared mostly to out-of-door occupations, with the school life extending, in a majority of cases, to high up in the “teens” there was but little apprehension of imperfect physical development. This state of things is now radically changed; the average school life in these days is only from seven to eight years and the after occupations are largely of a sedentary character, making it all important that the education of the body should keep pace with that of the mind. Teachers in this school exercise great care to form the habit of erect carriage of the person, a fuller development of the lungs and healthful positions of the body. If physical culture was taught and practiced in all our schools great good would result. — NORWALK, *Charles Olmstead, Acting Visitor.*

High School, Effect of, on Character and Intellect.—Two ends have been kept in mind constantly, the development of character and the culture of the intellect.

If a boy is mean, evil speaking and tricky in school he will be sure to show these traits in after life; consequently any system of education which leaves out of consideration the building of strong characters, which does not try to teach the pupils to despise an advantage gained by dishonesty is radically wrong. No matter how thorough the mental drill the school work is a failure unless the pupils master the first principles of a healthy manliness.

The second point aimed at is generally misunderstood. The great cry to-day is, “give us a practical education.” This a materialistic age, and it is popular to disparage anything which

does not lead directly to help in daily gain. It seems to me that the fallacy which underlies this conception of an education assumes that utility is the end of a high school course, and that anything which does not help to prepare one for immediate livelihood is time thrown away. Now the true idea of an education is the culture of the intellect, and to impart strength, beauty, and activity to the intellectual portion of man is the grand work of every true school.

As to methods to accomplish these ends, we have used nothing strange or wonderful, but have relied upon daily faithful work on the part of both teachers and scholars, realizing that attention and accuracy are the essential factors to success in any pursuit.

If a boy learns during his school life to be attentive and accurate he will succeed in whatever calling he may elect.—TORRINGTON, *E. H. Forbes, Superintendent.*

High School, Willimantic — Methods of Teaching.—The methods of instruction are mainly inductive.

The study of Greek and Latin is begun with Xenophon's *Anabasis* and Cæsar's *Gallic War*. No preliminary work is done in grammar. Knowledge of grammatical principles is developed entirely by their application to the text. The aim is to interest the pupil in the literature of these languages, to cultivate a taste for them, and to develop the power to read them.

In French and German, pupils have practice in conversation and composition; the main object, however, as in the study of Greek and Latin, is to introduce them to the literature, to broaden their knowledge, and to give them the ability to grasp the thought and interpret the meaning readily, so that they can continue the study independently after leaving school. To accomplish this, the classics of the languages are put into their hands, and numerous selections read from them. The grammar is studied as an aid to translation, and as far as an accurate knowledge of the structure of the languages renders it necessary.

History and Literature are studied in connection with each other, as far as possible, by the topical method. Minor facts and events are grouped around important central themes. In Literature, the *works* of authors are made of first importance; comparatively little attention is given to their lives.

In History, stress is laid upon causes, results, the development of important principles, and the growth of distinguishing ideas through historical epochs.—WINDHAM, *F. H. Beede, Principal.*

Industrial Training—There are eight grades besides the Kindergarten and Industrial School departments. Each grade has a competent teacher under the oversight of Mr. F. A. Verplank the Principal. The Kindergarten department under the management of Miss Curtis and her able assistants is doing good work for those not old enough to enter the first grade. Miss Cur-

tis is experienced and interested in her work and the results are practical and satisfactory. The Industrial School established by the Normal, we believe to be thoroughly practical and useful. It consists of a mechanical department with Mr. J. C. Bill teacher, and a cooking department under the direction of Miss C. J. Coolidge. These are important and practical branches, and may well meet the views of those interested in the progress of advanced education. We hope it will be extended to the larger schools of the town and State at no distant day.—WINDHAM, *Chas. H. Colgrove and James T. Lynch, Acting Visitors.*

Industrial Training.—There is another subject which merits at least a passing word, and one to which our sister villages and cities are devoting much attention. We refer to industrial education. Wherever attention has been directed to this branch, it has proved to have been of great advantage in fitting children to become good and efficient workmen and citizens, in our opinion. There can be no greater bulwark against anarchy than well trained and self-respecting workmen. After a proper agitation of this subject, and when the demand is made by the people, the town will doubtless take the requisite steps to introduce such instruction into our schools.—PUTNAM, *Charles L. Torrey, Secretary.*

Kindergarten.—To require children of the tender age of four or five years to attend the common school, with two three-hour sessions per day, to “sit still and keep quiet,” while the teacher, in the discharge of her duty, is endeavoring to feed them with mental pabulum far beyond their comprehension, is a relic of barbarism hardly to be tolerated in this enlightened age. It is a trespass upon the domain of nature’s law to require them to sit still, and the natural repugnance of older minds to listen to the exposition of what is far above their understanding, is a grand object lesson to those who, by this forcing process, are really dwarfing the mental as well as the physical powers of the little ones, who must either submit or take the consequences of rebellion. The evil effects of vitiated air upon the susceptible organism of the young is another point not to be overlooked. Hence we are inclined to look with favor upon the proposition to establish a Kindergarten school in our midst.—PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Kindergarten.—With the opening of the present school year, by the kindness and public spirit of Mrs. P. M. Bryson, a summer resident of Ridgefield, a kindergarten department has been opened in connection with the Center School, the means contributed for its full equipment and for all expenses of the department for the present year.—RIDGEFIELD, *L. W. Abbott, Secretary.*

Kindergarten.—In this connection I am led to refer to the very great success which has attended the introduction of the kindergarten into our public schools. We have now three in excellent working order at the West Middle, Brown, and South (Wadsworth Street) schools, respectively. The committee at the Arsenal school have also had the matter under serious consideration, but have been prevented from establishing a kindergarten this year by lack of sufficient room in their building. All the prophecies made as to the future of these schools seem so far to have been realized. The people recognize that they fill a long-felt want. Through them the little ones come to the primary department of the schools so naturally and easily that much of the friction is avoided, and the advancement in knowledge is more easy. The kindergarten is in itself a kind of manual training, and its good effects on the little ones give some suggestion as to what might be done with those older.—HARTFORD, *William Waldo Hyde, Acting Visitor.*

Kindergarten.—The kindergarten is indeed the broad foundation upon which all future growth and attainment may be based. Every ideal course of study involves kindergarten training as a necessary preliminary to the most intelligent and rapid progress.

The marked effect of this natural and spontaneous development of the child's early activities is apparent throughout his entire school life; the wholesome influence of skillfully directed occupation in promoting habits of order, neatness, and of patient industry; the moral influence which characterizes the beautiful exercises of the kindergarten, and the cheerful spirit diffused among the children by its peculiar methods of discipline, is the best possible means of preparation for the work of the grades above. True, children do not, in the kindergarten, learn to read, write, and cipher, but through the medium of well directed play and occupation they are trained in the use of all their senses. They learn to observe, compare, analyze, and reason, and after their senses are awakened and stimulated by these methods, they are able to take up reading and writing with comparative ease.

The value of kindergarten training to that large class of neglected children, now growing up in every city, whose parents are obliged to leave them alone in squalid homes or let them run in the streets, can not be over-estimated. As our population becomes more dense and work more and more exacting, public care for the youngest children becomes more and more imperative.—NEW HAVEN, *V. G. Curtis, Superintendent.*

Kindergarten.—In this view what is the advantage of the Kindergarten? It used to be thought that the years from four to six were of little account, and that seven years of age was early enough for the child to go to school. The idea is correct if the child goes to a mixed school, with a teacher who has no time to

interest him—simply to be taken care of or to pass away the time. But the Kindergarten begins at once the process of instruction, moulding the manners and habits of the child, overcoming his timidity or bashfulness, developing the faculty of attention and discrimination, teaching the right use of eyes, hands, ears, and feet—in all using, instead of text-books, the conditions of life in which the child is placed, and the objects with which he is, or can easily become, familiar. Thus, it is conceded, the time spent in the Kindergarten gives a double value to the years which immediately succeed. Habits of attention and interest in school work, thus acquired, are an invaluable preparation for what comes afterward. A casual observer, looking into the school, might say these children are playing; but closer observation will show that all they do is according to a plan, and with a wise end in view.—*MANCHESTER, Dr. O. B. Taylor, Acting Visitor.*

Kindergarten.—By the recent action of the Committee we are now to offer to the public the advantages of the kindergarten: one room at the Rockwell, and one at the Burritt. This step seems to meet with general approbation. The effect will be to relieve some of our primary rooms, and to furnish the best introduction, for children of tender years, to their experience of school life. The kindergartens at our State Normal School have been so successful, and stand so high in popular favor, that there is no doubt that the rooms will be filled at the opening, and that the opening of other rooms will soon be demanded. The kindergarten system may be considered a distinct science in the department of pedagogics; and yet its principles of instruction affect the mental habits of the child after he enters the higher grades. We may expect these schools to exert a salutary influence upon the primary grades. Indeed, we have not to look for this in expectation only. It is already true. Our best primary schools are no longer a prison-house where weary children go through a monotonous round of irksome duties. The “busy work,” the felicitous mingling of amusement and diversion with class exercises—largely borrowed from the kindergarten—and the recent methods of developing thought have transformed them into delightful abodes for the little ones. It has been shown that young children, under the guidance of a skillful teacher, do not dislike mental effort. Led by a competent teacher, they anticipate the prepared exercise, and thirst for its pleasant excitement. This kind of mental occupation is as conducive to health as physical exercise. It has also been shown that, with the best of instruction, children come to love the things that constitute the elements of character—obedience, truthfulness, kindness, neatness. The rooms that may be trusted, with the least watching, as if they preferred the better ways, are to be found among the primary schools.—*NEW BRITAIN, J. N. Bartlett, Superintendent.*

Language.—Grammatical rules, parsing, and analyzing were taught too much, while training in language work, both oral and written, was neglected.

It is encouraging to note that more attention is given to language work, and less to technical grammar.

Suppose a young man applies for a situation. Is he asked to parse, to give the rule for the pronoun agreeing with its antecedent, or does not the employer rather consider his ability to use good English, and to write a good letter?

While all is desirable, many who leave school at an early age ought to acquire a knowledge of those things which will be of practical worth. There are very few children who cannot, at an early age, be taught to write a good letter, folding and directing it properly, and to keep an ordinary business account.—BLOOMFIELD, *C. E. Miller, Acting Visitor.*

Libraries.—For the last two years the town has appropriated \$100 and the State \$50 for additions to district libraries. The expenditure of this sum and the selection of proper books has added much to the labors of the Committee. An evening in the quiet home circle, with a well-selected book for a companion, is far more conducive to correct habits and intellectual development than the same time spent amid the associations of the street or the saloon. Add to this the formation of a taste for reading, a knowledge of modern science, art, invention, exploration, biography, and travel, and the conviction will come, I think, to every candid mind, that it is an investment that pays.—PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Libraries.—The schools of New London are equipped with better libraries and a greater number of books of reference than any place of its size in New England. The last Report of the State Board of Education credits us with 3,825 volumes. It is very gratifying to be able to report that these books are used very largely by teachers and pupils.

One of the requirements of the new Course of Study is that the pupils of the upper grades shall be required to read during the year at least twenty books from the school library, from a list prepared by the principals.

In some of the schools the pupils were asked to keep an accurate list of all books read during the year. When the lists were collected and compared, it was found that the number of books varied from 20 to 65, and that they were all of high grade. No public money is used to better advantage than that appropriated for school libraries.—NEW LONDON, *Chas. B. Jennings, Acting Visitor.*

Libraries, Apparatus.—From the returns made to the secretary it appears that not one district in the town paid anything during

the past year for library and apparatus, and yet some of our schools have no maps of any value, others have no good dictionary or apparatus of any kind, and all the schools would be better equipped if the amount allowed by law were drawn from the State, and, with an equal amount from the appropriation of the town, expended for needed helps.—COVENTRY, *Andrew Kingsbury, Sec'y.*

Library, Importance of.—And lastly, we wish to emphasize the importance of the new ally to our educational interests in the David M. Hunt library and school building. Its opening has brought to us a new era. Here teachers and pupils may avail themselves of that help which will make them successful in their teaching and proficient in their studies. May it prove a blessing to all our schools in every department of thought and work.—CANAAN, *C. W. Hanna, N. J. Dean, Levi Ganser, Acting Visitors.*

Manual Training.—Many inquiries and suggestions have been made during the past year as to manual training in our public schools. It is a subject which has in many cities received a good deal of attention, and one which ought to be discussed here. While I am not prepared to state any definite plan as to the ways or means of trying an experiment in this line, I do feel that very much benefit could be conferred by such instruction.

Our public schools to-day occupy a very different position from those of our grandfathers' time. We recognize that they ought to do more than merely give information in the rudiments of learning. They aim to turn the children early into the ways which will eventually make them good American citizens. This is very important, considering the sources from which the pupils come. We must teach these descendants of foreign parents to be American in our own self-defense. It seems to me, however, that the same reasoning leads us further. We can reach in our public schools a great class who have absolutely no chance of learning how to use their hands and strength. It is much more important, nevertheless, that they know how to use them than that they should be able to figure discount on notes of large amounts, or even understand all the technical terms of a modern English grammar. Such would be, perhaps, better workers, and occupy a more creditable place in the community as grown men and women, if they got an idea of the way to use their latent abilities. These would be brought out by giving them a chance to try. We can find plenty of examples of schools of this kind, and they are bound to reach us some time.

I hope we shall look into the matter soon, and not be behind our neighbors in this respect.—HARTFORD, *William Waldo Hyde, Acting Visitor.*

Marking System.—The influence of stated examinations upon educational work has been much discussed, and with the broad-

ening of the educational idea there have been brought about decided modifications of those rigid processes of examinations which probed only for a knowledge of memorized facts under the unfavorable conditions of fear and nervous anxiety. The fact that such examinations have perverted the best efforts of teachers; have narrowed and grooved their instruction; have been conducive to cramming and the most vicious habits of study; have tempted both teachers and pupils to dishonesty, and have caused much of the over-pressure charged upon the school, has served to create such a prejudice against examinations that in many cities they have been abolished altogether. There has been a general •curtailment of the frequency of examinations in the schools, and a great abatement of the agony attendant upon that traditional ordeal.

Too much stimulus, too much excitement, too frequent halts to turn the minds of the children inside out and upside down, are unmitigated evils, and are now scarcely defended in any quarter. The objections to the examination system are valid—not against all examinations—but against examinations improperly conducted. When the examiner calls for dates, names, and definitions, when he asks for only unimportant details and draws from a limited stock of knowledge, he puts a premium on cramming. If, on the other hand, his tests are directed to the development of thought, or to ascertaining the intellectual power of which the pupil is capable, altogether different results will follow. It is the abuse of the examination that we must guard against. Professor Huxley says: "Examination, like fire, is a good servant, but a bad master." He speaks of students, whose career seems to deteriorate by the constant effort to pass this or that examination, just as men's brains become affected by the daily necessity of catching a train. "They work to pass, not to know, and outraged nature takes her revenge. They do pass, but they don't know."

In such cases as are indicated by Professor Huxley, the examination is not a means, but an end. A false ideal of per cents and ranks is held before the pupil. All his ambition and all his enthusiasm are directed towards passing the examination and reaching the required standard.

Again, I must respectfully submit, in face of tradition, that this time-honored custom of ranking pupils according to their marks, and publishing the lists of averages in the newspapers, is productive of demoralization to pupils, teachers, and parents. And when this ranking is complicated by demerits given on "deportment," so that credits in scholarship are canceled by breach of deportment, and the nature and degree of that breach of deportment are determined solely by the teacher's whim, the results are still worse.—NEW HAVEN, *V. G. Curtis, Superintendent.*

Moral Training.—The whole school life of the child consists in a search after truth—truth in geography, truth in literature, truth in history, truth in science, and as the President of our Board has

well expressed it, "No one can become imbued in any measure with the spirit of science, the spirit of unselfish, courageous, reverent truth-seeking without some degree of moral uplifting." Does not the faithful performance of duty in study and behavior cultivate the conscience as well as the intellect? Indeed, can these so-called secular duties be removed at all from the domain of morals? By no means. Every task well performed or neglected in every sphere of action leaves an impression for good or for evil upon the moral nature. Moreover, the pupil usually has before him a person who furnishes a fit example for imitation. He has excited in him right motives. For good conduct and faithful attention to duty he receives the commendation of his teacher and his own conscience; while for bad conduct and unfaithfulness he is visited with some kind of reformatory punishment. Thus, in either case, moral instruction is present. Habits of punctuality and regularity have a moral effect. The discipline of the room, if it be wise and efficient, is a potent factor in moral instruction. Nothing has greater influence in forming habits of self-control and in producing the law-abiding citizen than kindly but strict discipline. The good teacher is continually interpreting acts, discovering motives, discouraging the bad and cultivating the good, establishing in her class, if possible, a high moral sentiment and sense of honor.—MIDDLETOWN, *W. B. Ferguson, Superintendent.*

Moral Training.—It is our aim to so administer the government of the school that the pupils will be practiced in habits of morality, and trained to the exercise of good manners. The wise teacher seizes upon every opportunity to impress upon his charge the importance of truthfulness, honesty, purity of thought and life, temperance, and other kindred virtues, and to train them to the exercise of the same. Our work is done in the belief that knowledge and mental power without a good character to guide and control are of little value, and may prove a curse rather than a blessing. Hence with care and watchfulness we seek in all school exercises to present motives for right action which impel to the choice of the good and the rejection of the evil.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Music, Vocal.—The introduction of Vocal Music has been preeminently successful, and in future there will be no question as to the advisability of having Singing one of the courses of study. Independent of its importance as a part of education, it has a salutary influence upon the character and the discipline of the schools, for it makes the children more contented and cheerful, and consequently lightens their labors and the labors of the teachers. Songs in the morning are a pleasant prelude, preparing the mind for the discharge of the duties of the day, and songs at the close of the day have a happy effect in banishing a child's

recollections of the difficulties he has encountered, and the irritations he may have suffered, in his struggles to make attainment in knowledge. Napoleon ordered the bugle to sound or a full band to play whenever his soldiers faltered in the passage of the Alps, and the inspiring strains invariably stimulated them onward. Even so our teachers have found music helpful in encouraging pupils over what appear to the juvenile mind the Alps of learning.—SALISBURY, *Rev. R. F. Putnam, Secretary.*

Neatness.—The importance of neatness in our schoolrooms cannot be too highly esteemed. True culture is incompatible with dirt, and a slovenly schoolroom is not complimentary either to our town or the teachers. It has been customary to have the rooms swept but once a week. What home would be disgraced by such a rule? Pupils cannot help carrying in some dust on their feet, but a teacher should not allow paper to be littered on the floor. While most of the teachers are fastidious about this matter, a few of the rooms have been sights to behold at the end of the week. Every day is not too often to have a schoolroom swept, and each teacher should make it the rule of the room that no paper should be littered on the floor. Neatness should be considered the very first round in the ladder of education and civilization.—FARMINGTON, *D. D. Marsh, Acting Visitor.*

Normal Class.—The work of the students of the Normal Department of the Free Academy has been continued in the Broad Street School. Under the direction of Miss Carlisle, they have given instruction in all the grades of the school, during the time from 9.15 A. M. to 10.20. Especial care has been taken to ascertain the requirements of the Course of Study and the needs of the pupils, and to adapt the instruction so as to secure thorough and systematic advancement. The effort to coöperate with the regular teachers in a way to increase the efficiency of the school is noted with pleasure. Miss Carlisle has done much personal work among certain classes, helpful alike to both teachers and pupils. It seems to me that the work of the class and their teacher has had a beneficial effect upon the school, and might be well continued for that reason alone. A more important reason for its continuance is found in its tendency to raise the standard of good teaching, and its furnishing from our own population a body of well-trained young ladies from which to recruit the ranks of our teachers whenever vacancies occur. We are also indebted to this class for much good work as substitutes. Emergencies have arisen during the year, when two or three substitutes were required at the same time. There would often have been much embarrassment in finding persons able to act efficiently in that capacity, had it not been for the members of this class, who have cheerfully responded when appealed to, and have discharged the duties with very general satisfaction.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Normal School.—That the establishment of the Normal School in Willimantic was a great gain to the cause of education in the town no impartial observer will hardly deny. It is making a most excellent school in the First District, and as a consequence raising the standard of education generally.—WINDHAM, *Chas. H. Colgrove and James T. Lynch, Acting Visitors.*

Normal School.—We would recommend to the district committees, in the employment of new or inexperienced teachers, that the preference be given to Normal School graduates. We also call the attention of scholars in town intending to fit themselves for teachers to the proximity of the Normal School at Willimantic, and the inducements it offers. — THOMPSON, *E. H. Corttis, Sec'y.*

Normal Teaching.—There has been no school during the past year, or perhaps for a number of years, that has been watched with so much interest, or had so much said about it, as the First District. It being the first time a normal teacher had taught in town, many predicted its failure before it began. But there was no failure there on the part of the teacher, although she had everything to contend with. She was a kind, conscientious, hard-working teacher, trying to elevate and make something out of the children, teaching them many useful things which would have taken them years of study to have found out, and keeping the schoolroom in the most perfect order. Those children who went every day, and went to improve, did improve. The district has pronounced it a success by voting to continue the same system another year. — OLD LYME, *A. H. Griswold, Acting Visitor.*

Parents.—It really seems as if many of the parents regard teachers and school committees as a sort of necessary evil, that must be resisted as much as possible; though they do not take up such a hostile attitude, still are so impassive and take so little interest in the matter of their children's education, that it has the same effect of encouraging any tendency to stay away from school. This state of things can be remedied by a little enthusiasm on the part of parents.—WOODSTOCK, *W. W. Webber, Acting Visitor.*

Parents, Interest of.—Is there anything concerning their children to which parents give less personal oversight and solicitude than their schooling while in the district schools? Judging by the few who visit them I should answer, No. It is a pleasant thought certainly to think that the parents and friends of the school have such perfect confidence in the teachers that when their children are in their care all is well; but it would prove a source of inspiration and encouragement to the teachers, which parents should be very ready to give, besides having a tendency to increase the confidence of the children.—COLCHESTER, *Acting Visitor.*

Parents, Interference of.—The advancement of one school has been hindered by the parents and scholars being over-anxious for the promotion of some in the school to higher grades and higher classes than they were able to stand. As a result, the foundation work is too loose to build upon, and necessarily there must be very much going back to first principles to insure progress. — MORRIS, *Homer Stoddard, C. S. Loveland, School Visitors.*

Parents, Visits of.—In at least one district not a parent visited the school during the past year. They should aid in the government of the school by taking it for granted the teacher is right, in any matter of discipline, until she is proved wrong. They should aid in the intellectual progress of their children by taking an interest in their studies and urging them to faithful, earnest work in the schoolroom. They should provide all needful text-books, and as soon as possible after they are needed. The work of a term may be marred, if not made useless, by a little neglect here. The teacher cannot be held responsible for the neglects of the parents. — COLEBROOK, *Rev. D. M. Moore, Acting Visitor.*

Physical Training.—The base ball grounds and tennis courts to be laid out on the beautiful grounds of the new Nathan Hale Grammar School will furnish opportunities for exercise and recreation that will be appreciated by all the school children of the city, as it is the intention of the Board that these grounds, while they are primarily for the benefit of the pupils of the Grammar School, are to be used under certain conditions by members of the Bulkeley School and of the Williams Memorial Institute. — NEW LONDON, *Chas. B. Jennings, Acting Visitor.*

Physiology.—The State has furnished our schools with manuals and very helpful charts for the study of the harm which stimulants and narcotics produce upon the system. The law requires each teacher to be fitted to instruct in this, and it is very desirable that every child on leaving our schools should be well equipped to meet these insidious enemies. Would it not be well for our only temperance society to appoint a committee which should visit our schools from time to time, interesting the teachers still more in this part of their work? — MIDDLEBURY, *W. F. Avery, Acting Visitor.*

Practice Schools.—This aim of the training school to produce good teachers is not necessarily antagonistic to the welfare of the children who attend the schools for practice. With due care, that the children shall not suffer from a weak and inefficient teacher, there is no reason why the pupils in a training school should not make the same progress that children in other schools accomplish. For five months of the year they have the benefit of the very best teaching talent the city can afford. Through the

remainder of the year they are taught in accordance with the same principles and by the same methods, presumably good ones, if the school is what a training school aims to be—a model school. They are placed more under the personal influence of the principal than can be possible in the other schools, and the “constant change of teachers,” which is so often complained of, is divested of its disadvantages, and becomes an element in the advancement of the child. There is rarely any radical change, as far as the teaching is concerned. Although the same methods are used, the manner of presenting the subject often varies, and there is no doubt that the children’s minds are stimulated and broadened by this contact with different teachers —NEW HAVEN, V. G. Curtis, *Superintendent*.

Prizes and Honors.—The School Visitors have never favored indiscriminate prize giving. There may be cases where prize giving is proper and desirable. The awarding of prizes for excellence in ordinary, every-day school duties is likely to result in great harm. The tendency is to discourage dull pupils whose advancement is at least as desirable as that of bright pupils. There is danger that bright pupils will receive an unhealthy stimulus. Where the number competing is small, unnecessary rivalries are often created or fostered. Moreover, the best work is not by any means evidenced by the best recitation. As such things ordinarily go, a pupil from natural brightness, from greater advancement in study, from help at home, or from any one of many causes, may make almost absolutely perfect recitations throughout the required period, and yet do comparatively little work. Another pupil, from inherited dullness, from bashfulness, from physical disability, from lack of home encouragement and help, or from many other causes that might be mentioned, may not make a perfect recitation throughout the period, and yet, taking into consideration the respective positions of the pupils at the beginning and end of the period, the dull pupil may have made much greater real advancement, may have performed more faithful work, than the bright pupil. There may, however, be cases where a large number of pupils are in essentially the same circumstances, where work of a special character is desired, or where the work is largely voluntary in its nature, in which judicious prize giving will produce beneficial results. It would seem, for example, that the recognition of punctuality could do little harm, and might be useful, although even here some pupils would be debarred from competing through no fault of their own, and some might attempt to attend school when a physician would insist upon rest and treatment at home. The School Visitors, with some hesitation, have for several years awarded prizes, the voluntary contribution of citizens of the community, for the best three examinations for graduation from the common school course, and for the best two essays written by members of the graduating

class of the high school. In the first case, a large number of pupils from several districts are examined. The prizes amount to rewards for accuracy. The pupils sign their papers by number, and the method of award is as absolutely fair as anything can be. In the second case, the prizes are given for work which is necessarily largely voluntary in its nature. Every school teacher has experienced the difficulties in the way of persuading pupils to perform effective work in literary studies, and especially to become proficient in the theory and art of composition. An effort has been made in the work of the Bristol High School throughout to make the study of English literature and composition pleasant and profitable, and it is its special pride that no pupil is graduated without the ability to write, in his mother tongue, easily, accurately, and correctly. The pupils are as nearly on a par in this as they can be in anything. The method of awarding the prizes is absolutely impartial. The prizes are not awarded for brilliancy alone, but for the evidence of knowing how to write. This knowledge is the result of long and patient study. As many of these essays as time will permit are read at the graduation exercises, the purpose being simply to illustrate the work of the school in that particular to the people of the community, and not to display the elocutionary ability of the pupils, although in time that may be practicable and desired. It has not been so heretofore. It would be impossible to award honors to the graduates of the high school fairly without the daily marking of recitations and the marking of periodical examinations. The only objects to be attained thereby, so far as can be discovered, are the recognition of merit and the application of an incentive to work. The School Visitors have not, as yet, caused this to be attempted for several reasons.

First. Such a plan renders necessary great labor, amounting, according to good judges, to an addition to the work of each teacher of at least twenty per cent. It is doubtful whether people who have not given attention to the matter realize the amount of labor necessary to get a high school, such as ours, into good working condition. Those engaged in this work have hitherto devoted themselves to it to the extent of their powers — even to the overtaxing physical endurance in some instances. Bristol has been fortunate in securing teachers for these positions, faithful, energetic, and efficient to a degree not often witnessed. The increase in teaching force has hardly kept pace with the growth of the school and the extension of its courses of study. And yet, the High School Committee have been perfectly justified in feeling that they ought to pursue a conservative course in this respect. Circumstances, only a hint of which can be given here, have, therefore, prevented the inception of the plan of marking for honors, even were it desirable.

Second. Last year 141 different pupils were in attendance upon the high school. Thirteen graduated. A few pursue studies

which fit them for college, others a general course designed to fit them for business and for citizenship. Some attend four years, some three years and one term, some two years, and others drop out irregularly, for one reason and another, from time to time. Circumstances of this nature render it very difficult to provide a system of marking for honors which would in any degree be effective and useful, and at the same time fair and impartial.

Third. The result of the experience and study of those who have given the most attention to this matter, and whose advice in the premises would seem to be the most valuable, is that it is doubtful whether any good is obtained from such a practice while positively deleterious results are often observed.

Physicians condemn it as resulting in pernicious effect upon health. (See address of Dr. Storrs before the Connecticut Medical Society, May, 1891.) It is a teacher's duty to instruct. That teacher who can give good instruction, and at the same time measure and accurately mark the pupil's work as indicated by his recitation, is possessed of an exceedingly bright mind. The tendency is to cause pupils to bend their energies toward the attainment of marks rather than true progress in study. The bright pupils are over-stimulated to their injury; the duller pupils are discouraged and rendered inattentive and careless. It promotes "cramming," universally regarded as a great evil. The evils are specially present in small classes like ours. Moreover, it is a legitimate reason for pride that the pupils in our high school have been in the main so well disposed, the teachers have exhibited so much ability, enthusiasm, and power to interest their scholars in their studies, that reasonably good work has been heretofore secured without artificial stimulus. It is a grave question whether the introduction of such a stimulus would not diminish the enthusiasm of both teachers and pupils; whether the teacher, relying upon the power to interest and instruct inherent in himself and the ability to present the subject, will not do better work than when that responsibility is in part taken away by the introduction of marks.

Considering the circumstances in which we are placed, with the opinion of the best educators of New England against it, with the growing tendency in our best institutions to do away with the system in great part or altogether, it has seemed to the School Visitors that the part of wisdom required them to proceed carefully and conservatively. Limited space prohibits an adequate treatment of this subject in this place, and only in some small measure can the difficulties attending its solution be indicated. Letters of inquiry have been addressed to many eminent educators for an expression of their views on this question. It is regrettable that lack of space prevents the publication of their replies in full. A limited quotation only is possible. The general tenor of them is, however, fairly represented by the extracts here given. The entire correspondence is at the service of any desiring to pursue the subject further.

A president of a great institution, and a man of world-wide reputation, says: "I know of no good teacher who regards the marking system and examinations which can be 'crammed for' as anything better than a necessary evil. If you can get 'fairly good work' from your pupils without these, you are not only conferring a blessing on them, but you are setting an example which one day may be widely followed."

From a prominent professor of one of the greatest of American universities: "In a school like yours, where the classes are small and where presumably the teachers come into personal contact every day with every student, no marking system of any kind ought to be necessary, provided the teachers are what they should be. The best way to make boys and girls work hard is to thoroughly interest them in the subject they are studying. The well informed, enthusiastic, inspiring teacher can and will do this with small classes, and no good substitute for such a teacher has ever been discovered. Appeal to ambition is possibly the best substitute, but still a very poor one, and, in my judgment, permissible only when classes are so large that personal daily intercourse with each student is impossible. The evils of marking and grading are apt to be worse in small schools drawing from a narrow area (one or two towns) than in large schools drawing from a wide area — *i. e.*, there is keener rivalry, greater temptation on the part of a few scholars to overwork, charges of favoritism against teachers, etc., etc. Then there is the great evil of cram, the invariable attendant upon all evils of marking, in all kinds of schools. No, I would not introduce any marking system into the Bristol High School. Good teaching is the best thing, and judicious praise bestowed by teachers on the bright pupils, and kindly encouragement given to the duller ones, are worth more than all the honors and prizes."

A leader in educational work in Connecticut writes: "Marking resulting in honors would be no help to the main purpose of the school, and might be very disastrous. The main — indeed, the only — purpose of the school is the best possible education for the scholars. Under proper direction, their self-activity accomplishes this purpose. Stimulation may be necessary, but the teacher here is put to the test, and finds some way to interest the student. Marking bears the same relation to children that the strap does. It is a motive, but not the best, and should be banished always and everywhere. Teachers know the standing of each scholar, and can apply the goad when indispensable. To apply it to all is absolute cruelty. The scholar will, under the good teacher, estimate excellence at its own intrinsic worth, and not value it as a means of obtaining marks. There are in school many boys and girls who work and plod, improve — are really the strength of the school — who do not attain honors in a marking system. There are others who, by reason of work at home or ill health, cannot obtain honors. All try — do their best.

Honest endeavor, industry, faithfulness, honor, all deserve recognition in a student. Marking cannot justly consider these. It is, therefore, aiming at a one-sided, partial, generally distorted training. If you mark on scholarship and character, taken together, the best scholar may get no honors, and the marking is the attempt, futile and fatal always, to average character and intellect. It can't be done. Daniel Webster never paid his debts, and was often boozy. If his intellect had been 10 and his business capacity 0, and his personal habits 2.5, we should rate him as 4. The world doesn't do that, and never will. The school ought not to. The effect upon the teacher is degrading. He has in his hands the goad. He can swing it, display it, use it. It is a simple machine, much easier to handle than securing attention. Human nature is the same, the base coin drives out the standard, and honors, not scholars, are the be-all and end-all. What a travesty upon the true teacher is such a machine! There are such travesties. But suppose — which is quite possible — that the teacher is always just, dispenses marks to the ten-thousandth of a ten-thousandth of a hair's breadth every time a scholar opens his mouth. Justice prevails, but the teacher is not the instructor, he is the balance. The lesson comes in at his ear and goes out at his fingers' ends in a 7.5 or a 10. This is the antipodes of good teaching. It is the death of sympathy and the influence which does so much to guide children. Marking being useless and bad, all time spent in averaging is lost. The money and time which must go into the string of figures had better go into good wholesome instruction. For the sake of the children and for the sake of the teachers, fight the tradition — the son and heir of Belial." — BRISTOL, *J. J. Jennings, Acting Visitor.*

Reading.—The past few years have witnessed a much desired change in the reading matter supplied for school use. The pupil is no longer restricted to one reading book. In the best schools there are supplied for the pupils of primary grade four or five or more books of the same grade. The child no longer cons his reading lesson so often that he knows it by heart. New reading matter is presented almost daily, and is too varied to enable the pupil to commit it to memory. He must therefore *read* and not *recite*. A sharp distinction is made between a reading lesson and a memory lesson.

In the higher grades pupils are not limited to the one text book. He is expected to cull from many books the information the lesson of the day requires. The recitation there gives opportunity for the presentation of the same facts in many different ways and from many different views, for comparison and selection. The advantages of this method are evident. But for work in this way several books on each subject taught are an absolute necessity.

The schools of this district are only fairly provided with the

books needed for their work, and that only in the primary grades. The upper grades find it difficult to do the work of which they are capable because of insufficient variety of material. Besides a carefully selected list of reference books, each room should have at its disposal a library of its own, containing 150 or 200 books, suited in each case to the grade and age of pupils. The older or more advanced the pupils are, the larger and more varied the list of books should be.

The influence upon pupils of the habitual use of the best books under intelligent direction can hardly be overestimated. To succeed in developing a taste for good literature is one of the most desirable ends of education. The school has a duty here. It is its province not only to teach pupils how to read, but *what* to read. Indeed it may well be questioned whether there be any great advantage in teaching a child to read at all, unless while doing so there is given him a taste or standard of judgment that will save him from the vile trash constantly brought to his notice. The school, if properly equipped and rightly managed, can do this work for the majority of its pupils better than any other agency. For it has the power to see that books of the best quality be used in connection with all school work, and this work is broad enough to take up most of the reading time the pupil may have.

A beginning has been made in this work during the past year in some rooms, and it is working well so far as tried. But to carry out this work the schools must be better supplied with books. An effort is being made to obtain for the schools the use of the books of the Ladies' Library, in so far as they are fitted for our purpose. It is hoped by this and other means to secure for each grade a selected list of books for supplementary work in every subject the school is supposed to teach.—WALLINGFORD, *F. J. Heavens, Principal.*

Reading.—Reading is another branch poorly taught in our schools. Reading is the key to all knowledge; and when skillfully taught, is the instrument of the highest mental development and discipline, inasmuch as it brings the mind into contact with the noblest thoughts and most vigorous utterances in the language. The teacher should aim constantly to inspire a taste in the mind of the pupil for reading, and especially for the reading of good books. A good deal of arithmetic which children learn at school cannot be made available in after life. Their feats of analysis and parsing are never to be repeated in the actual contests of actual life. Much of what they have learned as geography will pass away as the morning cloud and the early dew. But a taste for good reading will last for life; will be available every day, and almost every hour, and will grow by what it feeds on. About the dullest exercises which the writer has witnessed in our schools were those in reading. If the teacher should carry into the school occasionally a good story paper or

book, such as "The Nursery," "Harper's Young People," "Æsop's Fables," "St. Nicholas," "Robinson Crusoe," etc., and from that let each pupil in turn read a paragraph or page while the others listen, such an exercise, rightly conducted, would kindle an interest in the deadest class ever fossilized under the steady dropping of the old-style reading lesson.—VOLUNTOWN, *A. E. Bitgood, Acting Visitor.*

Reading.—It is by no means improbable that some of the poorest work done in the rural districts is in connection with this very important branch. This may seem a strong assertion, which some may regard as doubtful. I shall be pleased to see it disproved, yet I fear that it is too true.

In consultation with educators of a wider experience than my own, I find none who dispute the statement. To say that the teachers are wholly at fault would be doing them a gross injustice. If you ask, "Where is the fault?" I say frankly that it is the result of several causes.

One is that the children do not have reading matter enough. No ordinary school reader extant furnishes all the reading which a child ought to have, yet there are some who read little outside a few lessons at school.

When we consider that reading, according to Colonel Parker's dictum, is getting thought by means of words arranged in sentences, and oral reading is getting and giving thought by the same means, we must admit that slow, unnatural expression and mechanical word pronouncing ought to have some other name than reading.

I think teachers generally are not satisfied with the work in this branch, yet out of a small salary do not feel that they can furnish supplementary reading. They recognize the fact, however, that the introduction of "history stories" and geographical readers would be desirable.—BLOOMFIELD, *C. E. Miller, Acting Visitor.*

Reading, Method in.—An important change was made at the beginning of the year in the reading matter of the higher grammar classes. In place of the regular Readers was substituted entire poems and prose selections from standard authors. That the reading in the grammar grades should not be confined to oratorical drill in the Reader, but should also seek to increase the pupil's fund of knowledge, and thus broaden his mental horizon and quicken his thought, has of late been forcing itself more and more upon the attention of those who have observed the meagre results of advanced instruction in this subject. Says Supt. Howland of Chicago: "Above the primary grades, reading should be for culture, for broadening and deepening the knowledge and thought of the pupil, rather than for cultivating oratory, so called." Clear and distinct articulation, correct emphasis and modulation, purity of tone, and the ability to enter into the *spirit* of an author,

the essentials of real oratory — are of great value and should not be neglected in any grade ; but all these will be acquired by most pupils before they reach the higher grammar grades, if their instruction is what it should be. If these elements of good reading are not acquired thus early, such training in more advanced grades will not suffer by reading longer selections from the best writers. Such selections appeal more strongly to the pupil's interest than short extracts do, and without *interest*, reading, like other school work, is *lifeless* and almost *profitless*. Each of the classes in Rooms 8 and 9 has read two or more of the following works: "Selections from Irving's Sketch Book," including the "Legend of Sleepy Hollow," "Westminster Abbey," "Rip Van Winkle," and "Christmas Eve," "Lamb's Tales from Shakespeare," Longfellow's "Miles Standish" and "Evangeline." It may seem advisable to extend the reading the coming year beyond the region of pure literature into the domains of history, biography, travel, and science. This work, begun in the higher grammar grades, is now continued throughout the High School course by weekly exercises in the study and reading of English and American authors. These exercises, preceded by a short course in rhetoric, were begun at the commencement of the summer term. Hitherto most of our High School pupils have completed their course of study without a knowledge of even the choicest gems in our literature. It seemed to the Board of Education and to the Superintendent that this was radically wrong ; that every pupil should, on passing from the school, have formed the acquaintance of our best English and American writers, and, if possible, should carry away with him into the busy affairs of life a deep and abiding interest in our language and literature. A list of the more helpful books in the Russell Library for young men and women to read will soon be prepared, and the names of all High School pupils who read any four books in the list the coming year will appear in the next annual report. This line of work is one the schools have too long neglected. Several modifications have been made in the High School course. The time given to mathematics has been shortened and a course in literature introduced. Other minor changes have been made which, we believe, will improve the course.—MIDDLETOWN, *W. B. Ferguson, Superintendent.*

Science, Elementary.—With a view to perfecting our grade-work, the board recommends elementary instruction in science. This sort of teaching has practical value in exciting interest in the causes of different forces, and in the education of the perceptive faculties, laying a real foundation for future systematic study in higher departments.—ORANGE, *Dr. J. F. Barnett, Acting Visitor.*

Science, Elementary.—For some years natural science teaching in primary and grammar grades has been a subject much agitated in educational circles. It is urged by its advocates that a knowledge of the more important facts of nature, both animate and inanimate, which lie at our very doors and upon which the forces entering into man's employments and sustenance largely depend, can with proper guidance be easily attained by the average child. At the same time the classification of these facts, the laws governing them, the reason for their existence, and the effects following may be as easily acquired, and with more profit, than the matter to be found in the ordinary text-books, without this preliminary study.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Science, Natural, Need of.—The natural sciences, especially botany, should receive more attention in the grammar grades. In this respect we are now in advance of most High Schools. The habit of observation should be early cultivated, and we believe that pupils from ten to fourteen years of age, and even earlier, should be taught to study the phenomena of the world about them and be familiar with the laws of growth in animal and vegetable life.—MIDDLETOWN, *Rev. C. A. Piddock, Acting Visitor.*

Scholars, Neglect of Young.—We think the great cause of complaint in the conduct of our school is the attempt to advance a few pupils to the high school grade, or, may be, higher still, to the neglect of the many who aim at nothing above what should be taught in the grammar grade, and who, having finished this, leave the school for good.—GROTON, *Nelson Morgan, Acting Visitor.*

Scholars, Occupation of.—Another thing which much interferes with successful school work is absorption of the pupils in other interests, particularly in visiting. No child who has been at an evening party can do well in school the next day, though he and the teacher may make their best efforts.—MIDDLEFIELD, *Frances W. Perkins, Acting Visitor.*

School, Improvement of Common.—The common school ought to meet the needs of a thorough education in the branches prescribed, and some inspiration to higher things ought to be given even here. Multitudes cannot go beyond the district school. Their school days end here. Unless they get some inspiration for study, they are very likely to make poor success in life, at least so far as success depends on their education. They are handicapped in the race. The perfection of the common school ought to be the desire and aim of all interested. We must neither laugh at or be troubled by that word "perfection"; it is reached

by trifles, yet perfection is no trifle. Good things must be desired and labored for. The work of the schools touches not the present alone, but the future. Shall knowledge, virtue, and love of country increase? or shall their light grow dim and go out? The answer to this question for multitudes depends upon the perfection of the common school. Why may there not be thoroughly good work at this fountain-head of knowledge? Why may not an inspiration to higher knowledge be gained here, and the multitude of children get the idea that "wisdom is the principal thing," and learn, at the common school, how, "with all their getting," to get "understanding"? Why may they not learn how to use their eyes and ears to gain knowledge? Why may they not acquire habits of study even here? Do these questions look toward a perfection of the common school not attainable? We think not. But there is work to do for all interested. Parents, school officers, and teachers must be a unit for the attainment of this end.—*COLEBROOK, Rev. D. M. Moore, Acting Visitor.*

Schoolroom, Condition of.—Scholars are provided with no desks whatever, and at times are crowded together as close as they can sit on benches, and have absolutely no elbow room. The room is too small, it is in wretched repair, and is totally unfit for a schoolroom, it is decidedly the worst apology for a schoolroom we ever saw. This condition should not be longer tolerated. It is doubtful if this district could draw its share of public money if complaint was made to proper authority.—*PORTLAND, Acting Visitors.*

Schools, Information concerning.—Unsupported rumors of what is done at the school can never lead to any real reform; trusting entirely to the statements of those who have not by personal knowledge become acquainted with the methods and results of school work can never be of enduring benefit, either to the community or the school. It can only lead to harsh and hasty judgments, and wound those who have honestly striven to train and educate the children who are both the pride and hope of our land.—*GROTON, Rev. Joseph Hooper, Acting Visitor.*

Schools, Interest in.—In answer to an inquiry sent to district committees, "to mention any special efforts that have been made to awaken interest in schools," we received a return from one committee (who resides in Goshen): "That there was a large attendance at a Cornwall town meeting." We sincerely hope that the "awakened interest" may not prove a "fake," but that the enthusiasm manifested at that time may continue and extend to the schools, in the way of seeing that all children attend, and that we have good teachers. We wish to realize that we are paying a great deal for schools, and must try and make them worth the money paid.—*CORNWALL, Philo M. Kellogg, Secretary.*

Schools, Standard of.—Under an efficient course of instruction, children of average mental powers ought to be able, on leaving school at fifteen years of age, to read well and spell well; to write a neat and legible hand; to know the main points in the geography of the world, and leading events in our country's history; to speak correct English, and write a well-expressed letter of business or friendship; to work accurately any plain business questions involving the four rules, common and decimal fractions, percentage and simple interest. The boys and girls who leave our schools at this age do not possess the ability to do this.—VOLUNTOWN, *A. E. Bitgood, Acting Visitor.*

Singing.—The good results of the introduction of the study of vocal music into our schools have already made themselves felt. Without disparaging in the least the other exercises at the high school graduation, we would call attention to the magnificent rendering of the songs on that occasion by the entire school. Certainly, if proper and careful training can bring out such excellent results in so short a time, we may look forward to much greater excellence, when each pupil entering the High school shall have had a musical training extending over the whole of the previous school life. It has taken many years to bring Putnam up to her proper position in this matter, and it is to be desired that no retrograde steps will be taken.—PUTNAM, *Chas. L. Torrey, Sec'y.*

Singing.—Vocal music is being taught in the public schools of many towns, and there seems at the present time to be a demand for it in our town. It is claimed that the study of music will have a tendency to make the scholars quick and accurate in their observations, and the knowledge of it surely will always be a source of pleasure as well as profit. Believing that vocal music in our schools helps to make them bright and cheerful, and the knowledge of it is of value to the scholars, we recommend its introduction into our schools, and ask the town to make appropriations therefor.—THOMPSON, *E. H. Corttis, Secretary.*

Singing.—It is not on account of the power music has to amuse, divert, or charm, or for its value as an ornamental acquisition, that frequent appeals in its behalf are made in these annual reports. It is rather for its power to stir the nobler sentiments that help in forming the best character—patriotism, faith, affection. Man is not simply an intellectual being. Facts and figures cannot satisfy all the demands of his higher culture. To be well fitted for the duties of domestic life, to be qualified to rank among citizen patriots who will not hesitate to imperil life for country, to be prepared to launch trustingly into the infinite hereafter, the heart must be the abode of both tender and lofty sentiments. It is the office of music to touch these chords of our being, and

hence its higher value in the moral training of youth. Next to a mother's words of love, the songs we sang in childhood are most sure to go with us into all the after years of life, singing over and over again their softening or ennobling melodies.—NEW BRITAIN, *J. N. Bartlett, Superintendent.*

Small Schools.—The children of proper age for public instruction are so few in some districts that pupils and teachers alike lack the stimulus and encouragement which are largely dependent on having schools of suitable size. The four schools in the four districts—Ticknor, Town Hill, Asylum, and Mt. Riga—had a combined average attendance in the fall term of 28.6, winter term 26.9, and summer term 22.7, or a separate average for the fall term of 7.1, winter, 6.7, and summer, 5.7. These four schools united would make one of only moderate size. The schools in two other districts, kept open only a part of the year, had an average attendance respectively of 9.8 and 5.8. This condition of affairs is not pleasant to contemplate. As the schools are separated by great distances, no two districts can unite and have one school in common. The two departments in Lime Rock have been united in one, and hereafter will have only one teacher, but in several districts we must continue to support very small schools. In doing this we may be comforted by the reflection that one glory of our system of popular education is that it restricts not its benefits to cities, towns, and villages, but confers its inestimable blessings on the smallest hamlets, and on homes in the most remote byways.—SALISBURY, *Rev. R. F. Putnam, Secretary.*

Small Schools.—With the best teacher, little can be accomplished in such a school. Many seem to think that the less the number of scholars, the more time the teacher will have to devote to each, and therefore the greater must be their improvement. But the best teacher is the one who gives the scholar the least direct help. The true work of the teacher is to lead the scholar to help himself, and rely upon his own efforts. It will be his aim skillfully and unconsciously to guide the pupil in the best ways, and if possible awaken his enthusiasm in treading hitherto unknown paths. The scholar in the large or small school must have time to study, to think, to investigate for himself. No teacher can week after week keep up much enthusiasm among three or four pupils.—PLAINFIELD, *Rev. S. H. Fellows, Secretary.*

Small Schools, Difficulty of Maintaining.—In reviewing these reports from the several districts we are forcibly struck with the fact that the maintenance of the school is a great struggle for the smaller districts, a struggle from beginning to end. In the first place the struggle is for sufficient money with which to meet the necessary expenses of the school year. The district is unable to furnish it, the town unwilling. With the lack of funds the whole

difficulty commences, and to the lack of funds can be traced all the real trouble. First the schoolhouse is neglected. Proper and necessary repairs are not made. Perhaps the building has served its purpose for two generations and is beyond repair. The school-room is bare and cheerless, the school apparatus consists of a black-board and a piece of chalk. The only item of expense considered absolutely necessary is the bill for fuel. We take it that the district schoolhouse is the index of the enlightenment of the community, the public sign the district displays to show the world just how much interest its people take in the cause of education, just how much it is willing to do to make its children intelligent citizens. The next step in the difficulty comes when the committee is obliged to hire a teacher who can teach the scholars, can maintain the correct discipline, can direct their minds into the proper channels, moral and intellectual, in fact, who can put them on the right road to become well-balanced men and women,—*for seven dollars a week*. Here is a problem, my countrymen. Is it a matter of wonder that the position of district committee is not sought after? What is liable to be the result? What is the result in a large proportion of cases? The teacher a failure, the school a mere parody. Now, where does the fault lie in all this muddle?

The theory of government in New England likens the town to a great affectionate parent; she cherishes all her varied interests as a parent her children. If in all her mixed brood there is one favored child it should be the public school. Surely she should foster and protect her schools as a mother her first-born. The town should so manage that the poorest child in the meanest shanty in the most remote quarter of her boundaries shall enjoy good school privileges. If we have too many schools, and we sometimes think we have, let us have fewer, but what we do maintain let us support royally.—ENFIELD, *Dr. Geo. T. Finch, Acting Visitor*.

Small Schools—Transportation of Children.—We find the enumeration of district No. 8 to be 8, the average attendance $7\frac{3}{10}$. The good average attendance in this district should be taken into consideration, as a reason for continuing the school during a part of the year. District No. 15 enumerated 14. The average attendance, summer term, $3\frac{3}{10}$; winter term, 6; fall term, 10. The problem of affording the small number of children in these districts the advantages to which they are entitled confronts us. To find a plan of doing them justice in their facilities for attending school, and at the same time to do justice to the treasury of the town with a reasonable expenditure, for the limited number of scholars, is the solution of the problem. The appropriation of a sum sufficient to pay for transportation of children to adjoining districts during a part of the year seems to be a practical plan. We have accordingly provided for district No. 11 in this way. A mutual

advantage will be derived from this ; the adjacent districts receiving more money, and being able to pay better wages, should give better instruction than could be obtained in a very small school. A school of seven or eight scholars, even with a good instructor, must necessarily lack an important factor of success — emulation. — LEBANON, *Dr. W. P. Barber, Acting Visitor.*

Spelling.—Written work alone shows deficiencies in spelling. If a child spells (writes) correctly all the words he learns in connection with the studies of geography, science, botany, history, and physiology, of what use are daily readings from the spelling-book, in isolated columns, many words which neither teacher nor scholar could use in a sentence? Ideas are needed more than words. Ideas beget words and sentences, but columns of words do not bring ideas. — BLOOMFIELD, *C. E. Miller, Acting Visitor.*

Spelling.— As spelling-books are used less and less, and pupils are taught to spell the words they use daily in their reading, history, geography, language, and science lessons, there cannot but be an improvement in this branch. The ability to spell long lists of words whose meaning is unknown is worse than useless. Spelling should be conducted so as to increase the child's vocabulary ; the meaning of the word is as important as the spelling. — NEW LONDON, *Chas. B. Jennings, Acting Visitor.*

State Board of Education, Examination of Schools.— Those who have observed the work of the State Board know that it is grappling boldly with the common school problem. In this it begins at the beginning — that is, with the children in the lowest grades. The examinations conducted some time since in different counties of the State were designed to show the actual results of school work. The results were certainly not satisfactory, as any one may see from the specimen papers given in the State Report. The fact to be noted is not that children of a certain age are ignorant of what they ought to know, but that having been a number of years in school, they are ignorant of what they were sent to school to learn. They have not got what they were sent to get and what they have had plenty of time to get. The trouble will be remedied when it is clearly pointed out. School work must not be a humdrum routine of careless study and formal recitation, but interest and purpose must enter into it from the start. The boy must go to school as he goes to a trade or a business, with the idea of learning not merely how things are done, but how to do them. Theory and practice must go together. Test work must be frequent and thorough. It is absurd that a child should be in school for a term of years, and yet teacher or parents not know whether he can write his thoughts in plain English or not. The order of the School Visitors of this town, adopted long since, making lan-

guage training a leading exercise in the schools, will be made still more effective by the work of the Normal School in the direction of thoroughness in primary teaching. — MANCHESTER, *Dr. O. B. Taylor, Acting Visitor.*

Subjects, What Shall Be Taught. — Reading and a good knowledge of language as used by an English-speaking people are of the first importance. Mathematics, even the higher, should receive a goodly share of attention. Geography demands special teaching, not only on general but specific grounds, and also that the common newspaper article may be comprehended by the pupils. A beautiful chirography with bad spelling has not so good a showing as correct orthography, with the writing less neatly executed. Still, neither should be neglected. It is a shame for any one to be ignorant of the history of his own country, and that we may appreciate the blessings of our free institutions a knowledge of foreign history would give them to us by contrast. To allow scholars to engage in the study of German, French, or Latin, before understanding the rudiments of English grammar is of doubtful utility. — PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Supplementary Reading. — In December, 1890, the Acting Visitor was instructed to give to the reading classes, to be used in connection with their readers, other interesting and instructive books. This was in accordance with section 2136 of the General Statutes of Connecticut, which allows this, provided the expense is borne by the town or districts. For this experiment neither the town nor the district have been called on to pay, but it has so successfully aroused, in most cases, fresh enthusiasm in the very important work of these classes, that it is hoped the town will make an appropriation of \$15 to keep it on for the coming year. — MIDDLEFIELD, *Frances W. Perkins, Acting Visitor.*

Supplementary Reading. — The use of books outside of the list of those prescribed by the board for use in the schools is quite common in most of the studies. I have not felt it my duty to insist that teachers confine themselves to the list, for the reason that the use made of the additional books is in general to supplement and add to what the regular book contains. So long as the book which the board chooses for use in any study is used as the general guide for teaching the subject, no harm can be done by adding as much other information as is desired from authentic sources. Indeed, a contrary course would tend in many cases to a narrowness of view of the subject, which would be most undesirable. So far as I have been able to detect, there has been no abuse of this freedom, and the instruction has been in conformity to the general views of the board, as indicated in their selection of the regular text-books. — HARTFORD, *William Waldo Hyde, Acting Visitor.*

Supplementary Reading.—We used to employ the A, B, C method in teaching to read; but this was an unnatural method and has been laid aside. Now much is done by way of supplementary reading, some from books brought out for that purpose, others from periodicals and school journals. The expense is comparatively small, as the works of the best authors are now published in cheap and durable forms. No one can tell the amount of knowledge gained by the pupil by this kind of reading. It is a change from the regularly prescribed books. It creates ambition in the child, and with a wise selection of subjects, the benefits will be inestimable.—NORWICH, *Palmer Bill, Acting Visitor.*

Teacher, Advantage of Continuous Employment.—During the past school year, a greater number of teachers have been continuously employed than ever before, eight districts having the same teacher the entire year. With perhaps a single exception, these schools have shown a marked superiority in advancement over those where teachers were not so employed.—WOODBURY, *W. J. Clark, Acting Visitor.*

Teacher, Character of.—Then, too, the teacher should never forget that he is a gentleman, and that it is not the pupils' fault if the teacher is ill-tempered for reasons beyond the pupils' control. In fine, the teacher should focus all the attractive qualities of his personality on his teaching, to the exclusion of all other interests whatsoever. No man is fit to aspire to mould the intellectual nature of a child who is not willing to do this. The teachers to whom the writer owes the most have been those who have made their practice conform to the above-mentioned suggestions. A word of advice to parents will not be out of place here. Give the teacher your honest and cordial support, if you possibly can. If it is impossible, do not criticise (in an unfriendly spirit) the teacher. If you have any real grievance, go to the proper authorities, and in a calm, dispassionate way lay the matter before them. They will try to do justice to all concerned. Even if the parent feels that his child has been used unjustly, it is far better that the child should never know it. Such knowledge on the part of children will go further towards demoralizing the school than any other cause.—PUTNAM, *Charles L. Torrey, Secretary.*

Teacher, Importance of His Work.—It is not easy to overestimate the importance of the teacher's work. The pupils are under his care and influence more hours in the week than those of father and mother, and what they shall be in their life habits and work will be largely determined by lessons of the teacher and the school. In view of this, what importance attaches to the office of instructor, and what care should be taken to fill the same

with well qualified teachers, whose whole bearing and influence shall be felt for good. Let it not be thought that the knowledge gained from books and learned teachers constitutes all that is essential.—PLAINVILLE, *A. E. McLean, Acting Visitor.*

Teacher, Qualifications of.—There is a popular belief that the sole qualifications of a good teacher are scholarship and ability to control children. Indeed, the latter quality, alone, is often the main consideration in the employment of a teacher. The maintenance of good order in a schoolroom is of the highest importance, but a faculty to illustrate and explain, to hold the attention of a class, to keep scholars busy, and to make the school attractive and interesting, is by no means an unnecessary requisite of a good teacher. The necessity of corporal and disgraceful punishments often proves that the teacher has lost control of her school, in the best signification of that term.—CHESTER, *Andrew Warner, Acting Visitor.*

Teacher, Qualifications of.—A teacher, in order to be successful, must possess a good education, a thorough knowledge of the science and art of teaching, enthusiasm evolved like an electric spark from his own personality, and that crowning qualification, tact in government, without which a teacher is doomed to wretched failure. No examination can determine the probable efficiency of a candidate for a teacher. It can only in a general way test the amount of his knowledge. The ability to govern a school can only be ascertained by experience. The examining committee means to protect our schools from the dead weight of ignorant teachers by a thorough examination. Yet teachers obtain positions in our schools whose success has never been established; and when once a teacher has gained the occupancy of the schoolroom, it is not always deemed best to make a change for ordinary inefficiency until the close of the term. It would be doing the right thing, however, to discharge incompetent teachers during a session of school to save the loss of a whole term of instruction to the scholars. And those invested with the prerogative to remove inefficient teachers should exercise it with less hesitation, that the interests of the pupils may be protected.—VOLUNTOWN, *A. E. Bitgood, Acting Visitor.*

Teacher, Qualifications of.—It may be truly said of her :

“She teaches the girls,
And she warns the boys;
She directs all the bands
Of diligent hands,
And increases their gain
By her orderly reign.”

—HEBRON, *Rev. G. E. Chapin, Acting Visitor.*

Teachers, Change of.—The folly of a frequent change of teachers is well illustrated in this town. Those schools in which new teachers are employed every year, or oftener, make a poor showing when compared with the others. It is true, changes are sometimes advisable or necessary, and are made for good cause; but when a teacher has been found who gives reasonable satisfaction, her claim to reappointment, from year to year, should be paramount to all others, and the addition of a few dollars to her salary, if necessary, is of minor consequence. A teacher who has secured the confidence and respect of her pupils, and who has learned their dispositions, capabilities, and attainments, begins the year with many advantages over a new one; and pupils who have become acquainted with a teacher's method, both as to discipline and in conducting school exercises, renew their work under far more favorable circumstances.—CHESTER, *Andrew Warner, Acting Visitor.*

Teachers, Criticism of.—The criticism of teachers by parents and others in the presence of children attending school is a pernicious cause of much misbehavior in school, and should not be practiced by intelligent parents. It is unfair to decide upon the merits of a teacher through the report of a child. You had better make a visit of observation, and very frequently your prejudice will be removed with the greatest advantage to yourselves and children. The criticism of methods of teaching by parents having no knowledge of educational methods is also demoralizing in its effects and prejudicial to the interests of education.—LEBANON, *Dr. W. P. Barber, Acting Visitor.*

Teachers, Employment of.—It is fully desirable to employ teachers only upon their merits as such; and when this point is reached our schools will get the benefit arising thereby, and school officers will feel relieved and encouraged in their good work, and teachers will then have to compete for honors to be attained in their profession.—MANSFIELD, *E. G. Sumner and Henry Huntington, Acting Visitors.*

Teachers, Employment of.—There is no mistaking the fact that the present system is faulty at best. At the annual meetings of the districts very few ever go, and a person is chosen committee, not because of his fitness for the position, but because it is his turn. He, as a rule, waits for some one to make application as teacher, and the first one applying is generally employed. Here he dismisses the matter from his mind for the year, or until another is chosen to follow the course of his predecessor. He knows nothing of the standing and wants of the school, and cares less. This manner of employing teachers is a thing of the past, and should give way to some other method.—CANTON, *W. W. Bidwell, Acting Visitor.*

Teachers, Employment of — Normal School.—The people of the district should elect to the office of district committee a person in whom they have the most implicit confidence, and one known to take an active interest in school matters. Having made such a selection, let them leave the management of the school in his hands. It has been found that one committee is enough for any one district. The hiring of a competent teacher is usually the first duty of the committee man. This is a task which requires careful consideration. The normal school at New Britain is furnishing each year a large number of excellent teachers. The State has even gone so far as to give them three months' practical training in teaching. We earnestly urge upon the several districts the propriety and expediency of going to this source for their supply of teachers. The State has organized and supports this school for the sole purpose of supplying the public schools with the very best kind of teachers. The districts cannot better show their appreciation of State interest and State aid than by employing the graduates of the normal school. They are trained to teach after methods which reduce the common school course to the shortest possible limits. There is no one thing which serves as so sure a guarantee for competency, ability, enthusiasm, and thorough equipment in a teacher as the possession of a State diploma.—*ENFIELD, Dr. Geo. T. Finch, Acting Visitor.*

Teachers, Improvement of.—Some of the teachers are appreciating the fact that it does little good, in comparison, to tell a scholar what it wants to know, to making or helping the pupils find out for themselves. This is a decided improvement in a much-needed direction.

Half of our teachers the past year have been less confined to "books," but have taught what seemed to be needed in the individual cases. But here we need a better public sentiment in the homes, which will allow teachers to use judgment, instead of feeling bound to "get through the book." — *BRIDGEWATER, Harmon W. Treat, Secretary.*

Teachers' Meetings. — It is very evident that in the past we have been too well satisfied with local success. When a district has secured a first-class teacher, they are prone to take a local pride and seemingly consider that they alone are entitled to all the new ideas and successful methods of their teacher, whereas the general public, paying the bills, should have a share of the benefit. Hence a strong plea for teachers' meetings, held statedly in different sections of the town, where, by interchange of thought and comparison of methods, those in advance may lift the others towards their own plane, and thus, doing no wrong to themselves, be of incalculable benefit to those less favored. I appeal to the teachers to take this matter in hand, as an experiment, if nothing more. — *PLYMOUTH, L. D. Baldwin, Acting Visitor.*

Teachers' Meetings. — I was glad recently to receive from the secretary of the State Board of Education a circular letter outlining a plan for making teachers' meetings more profitable. This is a movement in the right direction. Teachers' meetings should be of great benefit. Every large school should hold them among its own teachers. The teachers of each town should hold them. The meetings of the larger bodies of the State Teachers' Association also do a good work. From the suggestions of others, each teacher can get some new ideas. Sometimes it has seemed to me, however, that too little of an earnest purpose to improve themselves was seen in teachers attending these meetings. Sometimes, too, the plan of the meeting has seemed to embrace too much theory and too little practice. The purpose of the State board to improve on this state of things is to be commended, and I would urge all teachers in our schools to aid these efforts for the benefit of themselves and others. I am inclined to suggest that teachers in our public schools ought not to lose sight of the old maxim, as applying to themselves, that it is never too late to learn; also they should honestly feel that it is forever their duty to study how they can improve themselves. — HARTFORD, *William Waldo Hyde, Acting Visitor.*

Teachers' Meetings. — We would also (2) advise that at least once a year our teachers be all brought together at some central point, and stimulated by the presence of a representative person whom the State board can send us. Such a gathering will afford an opportunity to our teachers for the comparing of notes, and will mitigate that isolation which saps out of country school work much of its inspiration. Features of improvement will also be more palpably apparent to the board. — LISBON, *John W. Payne, Secretary.*

Teachers' Meetings. — For the past two years the teachers of this city and vicinity have met once a month and discussed the various subjects of interest to them, methods of teaching, educational theories, have listened to lectures, prepared model lessons, and have in various ways endeavored to improve themselves, and to keep pace with the advances of modern thought. — NEW LONDON, *Charles B. Jennings, Acting Visitor.*

Teachers, Method of Employment. — I feel it my duty to recommend, what I conceive to be, a very desirable change in our method of employing teachers. They should be hired by a board of persons chosen by the town for that purpose, instead of leaving it with district committees, as is now the case. It is well known that in many instances the district committee performs this task without compensation, or, if any, it is only such as is heaped upon him by unjust criticisms. Again, it may, with a great deal of

truth, be said, that sometimes teachers will be hired from the fact that they will board in certain families. Now, this is all wrong. A teacher should have the privilege of boarding where it is agreeable, if such places can be found. It is said that a teacher has been told that boarding in a certain family would be insisted upon, or the contract made for one year should terminate at the end of the present term. What is most aggravating in this case is this: the teacher is one of the best in town, and the district parents and scholars are perfectly satisfied with the services rendered, and the progress of the scholars in their various studies are exceptionally good. Again, if teachers were hired by a competent board, such teachers as had proved, to their satisfaction, their fitness for the position, would doubtless be permanently employed, if practicable, while the services of the less competent would doubtless be in less demand. Let the experiment be tried.—STAFFORD, J. R. Washburn, *Acting Visitor*.

Teachers, Need of Best, in Primary Schools.—There is also a mistaken notion on the part of some that almost anyone can teach little children, but that good teachers are desirable in the higher grades. We undertake to say that the very best teachers are needed in the primary grades, and it is of greatest importance that our children be started right in the path of knowledge. It is in youth that the powers of observation are developing, and capable and enthusiastic teachers will do much to influence the career of the child.—MIDDLETOWN, Rev. C. A. Piddock, *Acting Visitor*.

Teachers, Need of Care in the Selection of.—Your attention has frequently been called in previous reports to the desirability of exercising greater care in the selection of teachers. Until this is done, a greater or less percentage of the schools will, in the future as in the past, come short of what they might and should be. Until the good of the scholars to be instructed is made the first and foremost interest of the committee in charge of any school, the schools will never make satisfactory progress.—WOODBURY, W. F. Clark, *Acting Visitor*.

Teachers, Need of Trained.—Trained teachers, other things being equal, must be more likely to succeed than those who enter on this most delicate work without such special preparation. Some certainly do fairly successful work with good common sense and their own school experience to guide them. But at the best their work must be but experimental, and who would desire to have their children subjected to the blunders which such experiments imply. Give us trained teachers, and well would it be if the requisite number could be supplied from among our own pupils in the near future.—PLYMOUTH, L. D. Baldwin, *Acting Visitor*.

Teachers, Qualifications of. — For the purpose of mutual assistance and encouragement an occasional meeting of the teachers was instituted near the close of the year. It is hoped to continue the meeting at such intervals as may seem desirable, through the coming year. We recognize as a matter of vital importance to the realization of the quality of excellence in our schools, that the teachers should be both well qualified for the responsible positions they occupy, and also heartily engaged in the momentous work they have thus assumed. They need, and have the right to claim, the co-operation of the parents and guardians of the children, and of the School Board; and if this is withheld, they may fail of success without necessarily exposing themselves to censure. And if a patron or officer of the schools neglects his duty with reference to them, it ill becomes him to call in question the fidelity of the teacher. At the same time it is true that the teacher is, and ever must be, the principal agent in the production of the result known as a good school. And this result nothing short of strong endeavor can reach. Therefore we expect in those who teach in our schools both intelligence and devotion; not the hireling spirit that shows itself in pre-occupation with other matters, inattention to duty, lack of interest in the work and in the pupils, impatience, and scantiness of service; but a true appreciation of the teachers' calling, with its measureless possibilities of usefulness, and its blessed rewards of gratitude and love, an affectionate interest in the pupils, and a serious concern for their welfare, with resolute purpose, patient exertion, and firm and vigilant control.—ESSEX, *Rev. L. S. Griggs, W. A. Russell, Acting Visitors.*

Teachers, Qualifications of. — We are glad that many of our teachers had the advantage of training in well-graded common schools, and also of instruction in high schools, or academies; but, wherever they came from, they exhibit a lack of that thorough knowledge of elementary studies which is most desirable. That defect is not remedied by Normal training. The examinations by the town board are to ascertain the qualifications of candidates, and also to ascertain and call attention to defects that can be remedied. When the State Board can add to its certificate testimony of tact and power to control, it will be more satisfactory. — EAST HARTFORD, *G. A. Bowman and J. O. Goodwin, Acting Visitors.*

Teachers, Qualifications of. — A complete and comprehensive grasp of the subjects contained in the current text-books, and a good degree of fluency in presenting them, is none too high a standard for the average teacher, as far as his educational qualifications are concerned; and, say what we may concerning the various personal traits and special gifts which so enhance the value of a teacher's service, these cannot in any degree atone for a slack or shaky preparation in the studies. — SOMERS, *A. W. Kibbe, Acting Visitor.*

Teachers, Selection of.—And this leads me to say that too much care cannot be exercised in the selection of teachers. If, when we need to expend a few dollars in the repairs of a school building, we exercise care that the best work is done for the money expended, we should at least exercise as much caution in the selection of those who have so much to do in influencing the lives of our children.—MIDDLETOWN, *Rev. C. A. Piddock, Acting Visitor.*

Teachers, Support of.—Teachers, like the members of every other profession in the community, are, of course, looking for a just reward for their services, but if there are those found in the work to whom this is the great desideratum, they receive no encouragement from your Committee to remain in the service of the town. The great majority, I believe, are actuated by a higher and nobler motive than to take up this business simply as a makeshift for something better, to be discarded when that something better is obtained. It is true that life matrimonial often claims some of our best teachers, but this can hardly be classed under the list mentioned above. I repeat the sentiment so often expressed in my reports, "Stand by your teachers." The moral effect of this upon your children will be incalculable, leading them to respect and obey those rightfully placed in authority over them.—PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Teachers—Their Preparation and Examination.—I have had occasion to notice during the six years in which I have filled my present position the steady increase in the number of applicants for letters of recommendation to the State Normal School. This is a sign, I hope, that the committees of the school districts of the State are giving attention to the subject in the matter of employing teachers. Nothing can help to advance our schools more than the employment of persons educated to teach. Under our old system the examination by the board of school visitors did not do more, nor does it now do more, than demonstrate that the teacher has sufficient knowledge to teach, and is therefore qualified, provided he or she knows how to teach. Generally, I regret to say, such examination does not even do so much as I have stated. How can it? It is conducted by men who, as a rule, are far from familiar with that detailed particular knowledge of what is taught in school to-day, which alone would fit them to become examiners. They are, perhaps, familiar with theology, medicine, law, or farming, and have some recollection of what they used to do in school. As to finding out whether a man or woman is qualified to instruct their children, they have, as a rule, no real fitness or ability. But allowing that teachers have abundant information on the subjects to be taught, they may be absolutely ignorant of the ways of teaching. Such teachers waste the time of the pupils, fill them with hopelessness, and cause unhappy

parents trials beyond number. Our Normal Schools aim to correct this; they not only instruct their pupils in the subjects covered by their courses of study, but in the method of imparting that knowledge to others. The pupils are supposed, also, to intend making teaching their vocation, as stated in a written declaration signed by them before entering the school. In employing graduates of these schools, therefore, committees have reason to expect a fair knowledge on the part of the teacher as to how to go at his or her work, and some permanency by the teacher in the position. I would urge on our district committees the wisdom of encouraging our young ladies who expect to teach to fit themselves by attending one of these schools, by giving Normal School graduates a preference when filling vacancies. If our new teachers are taken from these sources, and also produce certificates of the State Board of Education showing that they have passed their examinations, a marked improvement will show itself in the schoolrooms. In any event, it should be insisted, as far as possible, that the examinations be conducted by the State board, to the end that the candidates may be more thoroughly tried than any board of school visitors can or is likely to attempt to do. — HARTFORD, *William Waldo Hyde, Acting Visitor.*

Teachers, Training of. — We have endeavored in the past to impress upon those of our graduates wishing to teach the importance of special preparation for their work, and we are pleased to note that three members of the class of '90 entered the Normal School in New Britain last September, and have now entered upon their second year of training and preparation for their work as teachers. It is the expressed wish of the school board that when their course in the Normal School is complete positions be given them in our schools. We are confident that the results in the way of more successful and efficient work will be such as to encourage others to take a similar course. — BRANFORD, *Dr. C. W. Gaylord, Acting Visitor.*

Teachers, Untrained. — Six of the above list of teachers never before had taught. They were comparatively school girls, until recently attending the same or similar district schools, stepping from the district scholar's bench to the district teacher's chair, with little or not any special training for the position. That, under the circumstances, they had so fair success is more surprising than if they had met with flat failure. — BARKHAMSTED, *Geo. A. Weed, Acting Visitor.*

Teaching, Progress in the Art of. — To us who have been familiar with the schoolroom for years, the progress in the art and science of teaching has been rapid, and more conspicuous than to most of you. In reading, the child of seven or eight years reads bet-

ter, more fluently, and with more understanding than those of ten or twelve used to. In writing the pupil is through with the general details before he used to begin them. And so in nearly all the branches not requiring strong reasoning powers. — LITCHFIELD, *D. C. Kilbourn, Secretary.*

Terms, Length of.—Query: Is it profitable to all concerned to put the 30 weeks schooling of this district into two long terms, one lapping on to the other, making almost a continuous term of 30 weeks with a very long vacation, now 5 months?—HEBRON, *Rev. G. E. Chapin, Acting Visitor.*

Text-books.—Many of our text-books are voluminous, and it is discouraging work for the pupil to learn the whole by rote. Strive to teach the *principles* in such a manner that the pupil will remember it in after life. — CORNWALL, *Philo M. Kellogg, Secretary.*

Text-books.—Miss Roraback, to whom school supplies are entrusted for distribution, reports on hand July, 1891, 13 third readers, 48 fourth readers, 27 fifth readers, 19 histories, 8 advanced grammars, 16 elements of grammar, 27 introductory geographies, 6 Sheldon's problems, 7 complete arithmetics, 10 elementary arithmetics, 6 higher algebras, and 102 slates, the total cost of which is \$124.56.—SALISBURY, *Rev. R. F. Putnam, Secretary.*

Text-books, Free. — Statement of Receipts and Expenditures.

	Dr.
Oct. 25, 1890, To Town Order,	\$69.51
Dec. 22, " " "	38.25
Apr. 1, 1891, " " "	37.25
	<hr/>
	\$145.01
	Cr.
By Readers purchased,	\$85.90
By Geographies purchased,	61.20
	<hr/>
	\$147.10
Less cash for books sold,	2.09
	<hr/>
	\$145.01
Paid Town Treasurer cash for books sold,	6.19
	<hr/>
Total cost of books for the year,	\$138.82

Readers were furnished the scholars of the evening schools, making the expense of text-books about \$25 more than it would otherwise have been. — THOMPSON, *E. H. Corttis, Secretary.*

Text-books, Free.—At the beginning of the year, the classes were much embarrassed by the diversity of books. New books had been introduced, but not exchanged for the old ones throughout the schools. Some improvement has been effected, but the state of things is still bad. We recommend furnishing the pupils with books free, according to the provisions of the statute law, and the increasing number of towns that are adopting this course. —OLD SAYBROOK, *Rev. Bernard Paine, Rev. J. D. S. Pardee, Acting Visitors.*

Text-books, Free.—It is a generally accepted doctrine that the State has the right, and is bound to sustain a free public school system, on the ground of self-perpetuation; that in no other way can the institutions of a republican country be preserved intact, and the high ideals of American citizenship be maintained. This is sound doctrine, and in this enlightened age no argument need be set forth in its defense. The people cheerfully tax themselves to build schoolhouses, to hire teachers, and to provide the best possible facilities for the education of their children. But the idea of furnishing text-books and school supplies at the general expense is comparatively new, and does not meet with universal favor. Many still contend that this is extending the parental function of the State too far; that the next step will involve the purchase of boots and shoes, coats and hats, by general taxation.

The free text-book plan has not been long enough in operation in this city to receive the calm, intelligent verdict of the people as to its practical utility, but I have no doubt it will in the end commend itself to the great majority as a wise and economical measure. From another standpoint, a public school system may be regarded as a great coöperative enterprise. It is more economical for a community to unite and maintain a system of schools than to aid in the support of a large number of small, private institutions. The outcome of the instruction is also more satisfactory in public schools than in private institutions.

On this principle of coöperation a number of states, and a great many cities, have made their schools absolutely free by furnishing all text-books and necessary supplies at common expense.

The saving in expenditures every year, by buying at first hands, and in large quantities, is shown by the experience of the State of Massachusetts to be fully twenty-five per cent.

The next important consideration is the increased efficiency of the schools. It increases attendance and promotes regularity and continuity. It gives uniform equipment to every scholar, and it *gives it at once*. No member of the class must wait for pay-day because "father cannot buy him a new book till he gets his pay."

Free text-books abolishes poverty in one phase of school life, and substitutes for it absolute equality.

This system does away at once with that *bête noir* of school economy, the frequent change of text-books. It is the legitimate

outcome of our entire present school status. It is supported by the whole weight and tendency of late educational thought and experience. Every argument, practical, material, and sentimental, urges the general adoption of the system, and I entertain no doubt that it will ultimately become the universal custom.—NEW HAVEN, *V. G. Curtis, Superintendent.*

Text-books, Free.—It is thoroughly American to furnish text-books free to the scholars of our public schools. The poor, as well as the rich, should enjoy the privilege of having a new book when it is needed. You may think this is a small matter to advocate, but I know it is just and right. Many poor people in this town have large families, and many times it is a burden to buy all the books their little ones really need. But I hear some one say, let those people apply to the district for the books their children need, and let the district pay for them. Yes, this could be done, but the poor man is very sensitive on this point. He will keep his child long without a book before he is satisfied to ask the district to furnish what he is really too poor to pay for. Text-books furnished by the town would be kept longer in use, the expense would be less, the books would be bought at cost. Every scholar would have a book at once, and not have to wait until the parent could spare the money to get the book the little one so much longs for. Massachusetts, with its fine school system, has adopted free text-books for every city and town within her borders. It is satisfactory, and the people rejoice in the change. Many cities and towns in our own State have followed her example, and satisfactory reports are the results. Citizens, won't you in the near future vote to adopt free text-books?—VERNON, *Hon. W. B. Foster, Acting Visitor.*

Text-books, Free.—A serious fault in all of our schools is the want of a sufficient number of text-books. That text-books should be provided for the scholars, as teachers and schoolhouses are provided, by some legal provision, has come to be the firm belief of your Acting Visitor. Our teachers are bothered and hampered every day in the term by classes coming to recite with lessons learned under difficulty, or not learned at all, from an insufficient supply of text-books.—NEWINGTON, *Rev. J. O. Barrows, Acting Visitor.*

Text-books, Free, Expense of.—This is the fifth year of the free book system, and as no effort has been made to abandon it, probably the experiment has come to stay.

The expense for text-books the past year has been only \$90.03, but as several of the old books are worn out and new ones must be bought, the expense of the ensuing year will be much larger. It should be distinctly understood that this does not prevent any parents from purchasing their own books for their children.

We again call the attention of those using the town books of the necessity of keeping and using them properly. And to teachers we would say, it is a part of your duty to see that your pupils take good care of their books, not allow them to be marked up; they are not intended for drawing-lesson exercises. Don't let them write their names in ink, nor allow them to become dog-eared. It is a part of your duty to teach children to take care of and respect public property in any form, and it is too great a help to your labors to have sufficient books and have them uniform for you not to do your best to preserve them and this system. The total cost to the town for school books for five years has been \$1,093.25. This includes the copy books, and as the average attendance for that time is about three hundred and fifty, it makes the cost per scholar for the five years about three dollars; and there are probably about three hundred dollars worth of good books on hand.—LITCHFIELD, *D. C. Kilbourn, Secretary.*

Text-books, Furnished at Cost.—The agent of the Board has on hand 1,151 books inventoried at \$222.56 and \$77.44 cash, which represent the \$300 capital invested by the town. 1,728 books have been purchased at a cost of \$762.23, and 1,581 sold for \$805.31.—BRISTOL, *J. J. Jennings, Acting Visitor.*

Text Books, Method of Supplying.—The plan of buying the books and supplies, selling them to the scholars at less than wholesale prices, has been followed during the past year with the same satisfactory results as during the preceding year.

Not only does it save money for the buyer but it saves time for the teachers and scholars. Under the old plan a week or ten days was wasted in getting ready to go to work. Now when school opens everything needed is in the schoolroom; consequently the school commences work immediately.

It seems to me that this system does away with the necessity of free text books, by placing the books at so low a figure that all can afford to buy them.

During the year \$1,252 has been expended for books and supplies. There was on hand at the commencement of the year \$300, thus making \$1,552.—TORRINGTON, *E. H. Forbes, Superintendent.*

Text-books, Recommendation of Free.—The board of visitors, by a unanimous vote, recommend that the town purchase and furnish the scholars in all the schools such text-books as may be needed to be used by scholars, the books to be returned when scholars shall leave the school or shall cease to need them.—GOSHEN, *Rev. A. G. Hibbard, Acting Visitor.*

Text-books, Use of.—The fact has been recognized that the habit of thinking certain essential things and processes, quickly and accurately, and expressing them exactly, is worth vastly more than many things imperfectly understood and never accurately expressed. Hence the spelling of words in common use receives constant attention, the correct forms of speech to be heard in ordinary conversation are repeated in one way and another over and over again for years, and all possible combinations under thirteen and separations under one hundred are drilled upon with the utmost persistency. On the other hand, the spelling of uncommon words, the study of the nice distinctions of the ordinary grammar, such topics in arithmetic as the Greatest Common Divisor, the Least Common Multiple, and like comparatively unimportant not to say useless topics, have received the minimum of attention. In short, to cultivate the utmost familiarity with the essentials of every subject that has been taught has been the constant aim. The less important has not been neglected, but we have sought faithfully to give it that degree of attention which a wise economy of time and energy is continually suggesting to the thoughtful teacher. All the matter in the text-books may be true, and it may be all matter which it is desirable for pupils to know, but the teacher who expects his pupils to know it all in the sense that it becomes their own property will be greatly disappointed, and will find to his sorrow that a vast amount of energy has been unwisely expended and a large percentage of time irretrievably lost. I believe we have recognized these facts more fully during this past year than ever before, and, as has been suggested, we have sought with more care to select the essentials and to devote to them the fair proportion of time and energy which is their due.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Text-books, Use of.—A great drawback to the prosperity of the schools has been the multiplicity of text-books adding to the number of classes, and thus preventing a faithful teacher from giving the necessary attention to each scholar, and depriving scholars of the impulse of class competition. The board of visitors have instructed teachers to use the text-books adopted by the board, and to make no exceptions to this rule.—GOSHEN, *Rev. A. G. Hibbard, Acting Visitor.*

Town Management.—The simplest and least complicated methods are always to be desired. One board having all the powers of many could do the work of supervision more thoroughly, employ teachers with more regard to fitness, and expend our school moneys more judiciously and economically. Clashings of committees and board would cease, and if faults of management developed, the responsibility would lie at the door of a single committee, and could not be escaped by dividing it.

The power that makes rules should carry the power to enforce

them, but the relations between school visitors and district committees is so vague and confusing that, if a disposition exists, the best intended work of one board can be defeated by the other.

This is all wrong ; let a board elected by the town control *all* its schools, disburse *all* its school moneys, and assume *all* the responsibility of maintaining a high standard of efficiency. There have been faults in our school work, known to the visitors for years. They are still going on, without hope of correction, and will continue to the end of the chapter as long as the present methods of control are in force. Recommendations are not carried out, accurate reports are rarely returned to the board, shameful indifference to the educational interests of different districts is often manifest, and we heartily trust that the time may not be far distant when a State law will be passed requiring a broader and better management of our town schools. — ORANGE, *Dr. J. F. Barnett, Acting Visitor.*

Town Management.—Another attempt was made at the last election to secure the consolidation of the schools, bringing them all under the sole management of the town through a Board of Education elected by the town, but it failed of success. Many still seem to misunderstand the object, others think the old system of district independency is good enough, while others are fearful that a change is the precursor of some hidden danger. The desirability of such a change as urged in my last year's report is still as great.—CROMWELL, *Rev. H. G. Marshall, Acting Visitor.*

Town Management.—Another year's experience as a school visitor has confirmed my formerly expressed opinion of the desirability of consolidating the several districts of the town under town management. I think any impartial observer of the working of our school affairs would arrive at the same conclusion if well acquainted with the facts. Nothing but a general lack of knowledge of the question will prevent the people of the town from some day introducing this most beneficial reform in the management of our schools, which only need this feature to render them equal to any in the State. Every sound argument may be advanced in favor of the measure — economy, efficiency, and good business principles. Consider what an anomaly is presented by the district system, under which the town supplies the money that supports the schools, and yet has no voice in their management, that function devolving upon a set of persons wholly irresponsible to any authority whatever ! Could anything be devised more preposterous and unbusinesslike ? Would such an arrangement be tolerated in any other town affairs not half so important as the maintenance of the schools ? Most assuredly not. In other matters the town entrusts the management of the affairs to its own agents, selected by it, paid

by it, and responsible to it for their conduct of its business. Why should there be an exception in this respect? Is it that the town is unable to find a body of men competent to take charge of the schools and manage them as satisfactorily as they are managed now by the district committees? To one well versed in school affairs the question last propounded must sound actually ludicrous. If we stop to ponder for a moment and consider the mental attainments and educational advantages of the different committees we have all known in our lives, the judgment we must pronounce as to their qualifications for discharging the duties of their offices must be somewhat unfavorable. It cannot be denied that, as a class, district committees do not possess in a very striking degree such enlightened views and practical knowledge of educational matters as they who have the selection of proper instructors and the introduction of measures of progress in our schools should enjoy. In many instances they are men who seek the office simply to serve some selfish end, such as the hiring of a relative for teacher, or the obtaining of profit from work on the schoolhouse, or worse still from plucking a share of the salary from the teacher. And oftentimes when no such sinister motives actuate them, they are by reason of their ignorance of school matters, or lack of time and acquaintance with teachers, quite incompetent to choose suitable teachers or attend properly to the other business of the schools. They get no pay for their services, however well performed, but, on the contrary, must suffer loss of time and money, and often incur their neighbors' ill-will and abuse in recompense of their trouble. For all of these reasons it results that the best of district committees frequently made injudicious selections of teachers, which would be avoided by a higher, central, and better informed authority familiar with the needs of each school and acquainted with a larger circle of instructors from whom to choose those best adapted to the various positions to be filled. And in addition to this, a great gain in the efficiency of the teachers would accrue from the removal of the prime cause of their frequent changing, which is change of committees. A good teacher, when once secured, should not be liable to arbitrary dismissal by a committee, but should be retained in her position so long as she did her work well, and until her services had earned her promotion elsewhere; and this would be the rule under town management.

Another disadvantage of our district system is that local jealousies prevent it adapting itself to changing conditions. For instance, the population of any district may suddenly decline or increase so as to make changes of boundaries desirable, or the transfer of children from one district or school to another necessary. The separate district relations existing stand in the way. As an illustration I would mention the present condition of affairs in Byram and East Port Chester districts. Byram has a large number of children living in its southern part who would much prefer to attend East Port Chester school, and whom it would be

better to send there on account of the present overcrowded condition of the primary department in Byram. But East Port Chester objects, and it would be a most difficult matter to overcome this objection. The proper remedy would be for the town to separate this part of Byram from that district and annex it to East Port Chester, where it should belong. But this step would raise a howl in Byram. So the matter stands thus: one school overcrowded, parents and children inconvenienced, and no prospect of improvement for years to come. With consolidation the cure of the evil would be instantaneous. The school visitors could provide suitable accommodations without delay, and so apportion the attendance of the children between the districts as to render the management of the schools easier for the teachers, and the instruction and health of the scholars better and more satisfactory to parents and school officers.—GREENWICH, *Geo. P. Fisher, Acting Visitor.*

Town Management.—In other reports it has seemed to me a duty to map out the benefits of consolidation; and, while no such departure has as yet been chronicled, it can hardly be longer a wise policy for us to refuse to ourselves the undeniable advantage of the more modern plan of supervising schools, and I believe the season is now fully ripe for a shift. In other places the benefits of a consolidation of all the schools, or the control of them by a board, are being appreciated, and it is urged on the citizens of Derby to abolish the district system, and to invest in a central executive the care and control of the studies, the grade, the finances, and every detail of the work now referred to four independent committees. It calls for no array of statistics, still less for a debate, to prove that four schools with a superintendent experienced and alive to every new need can combine for profit far ahead of what they now realize single-handed.—DERBY, *Dr. Geo. L. Beardsley, Acting Visitor.*

Town Management.—You are called upon at this annual town meeting to decide the question of our school system; whether you will consolidate and run them under town management, or keep on under the old plan of district organization, and, I may say, no school system. We have good reasons for calling your attention to this matter, for it seems to me one of vital importance. Under our present method, no one hardly seems to have interest enough to attend a school meeting. The annual meeting being called, one or two may meet, and then go and hunt about for the third man, in order to go through the routine in a partial business form of a school meeting. In some cases the committee have even neglected to call a meeting, and it has become a by-word that in order to have a school meeting the question of laying a tax should be inserted in the notice and noised about, when the people would turn out for the purpose of voting for the

interest of their pocket ; when, on the other hand, the taxpayer ought to be the most interested. We are all of us too neglectful of the young. Education is the very foundation of good citizenship. I believe I voice the unanimous sentiments of the board. — BEACON FALLS, *H. C. Baldwin, Acting Visitor.*

Town Management. — Our present school system lays us under a disadvantage as a town in respect to small outlying districts, where the children are small and living at a distance from the school.

Thirty weeks is the least possible time in which we can keep our schools open during the year, whether the children be large or small, young or old, near or distant from school privileges.

Schools must be kept in session during this period of time, and those lying, as the Fourth district does, in a scattered population, and with the attendance most entirely from small children, it necessitates an expenditure of money, some of which seems but little better than thrown away, by reason of the necessity of keeping the school in session during the inclement season, when the attendance must of necessity be so small ; and we fully believe that the time is not far distant when the laws of our State will be no longer permissive but obligatory concerning town management. Then our distant lines will be abolished, and the several schools can be continued or discontinued during such a period of time as shall result in the greatest good to the greatest number. — MORRIS, *Homer Stoddard, C. S. Loveland, Acting Visitors.*

Town Management is exciting more of interest in our Commonwealth than heretofore, and it would seem that the days of dual management were nearly at an end. Common sense demands that those who pay the bills should have some voice in contracting those bills. With district officers understanding their duty and careful in performing it, the trouble would not be so great, but, unfortunately, we have some in nearly every district who seem to suppose that it matters not how large the bills are provided the town pays. — PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Town Management. — The entire absence of any intelligent plan in their formation has at a glance appeared to the most casual observer. As suggested in former reports, some scheme should be adopted to rectify the present absurd condition of things. If the views and wishes of a large number of our citizens were to be adopted, I think the trouble would be remedied by doing away with all districts, and taking the management of all schools into the hands of the town. My own experience leads me personally to believe that such a course would be in the end the wisest one for us to adopt. — HARTFORD, *William^J Waldo Hyde, Acting Visitor.*

Town Management.— In my report last year I was unable to decide, in my own mind, whether or not it was best to advocate the town management of schools, but, after a careful consideration of the subject, and consulting prominent men of our State who are interested in educational work, I have come to the conclusion that town management is what is wanted. — VERNON, *Hon. W. B. Foster, Acting Visitor.*

Training, Useful.— Children should receive such training in school as will best fit them for every-day life. Can they be properly trained and instructed if allowed to be absent every other day? — STERLING, *B. S. Bliss, Acting Visitor.*

Truancy—Attendance.— It is no pleasure to me to call your attention once more to the truancy question. Many plans have already been proposed for remedying this evil, and so little has been accomplished that it seems almost useless to go over the ground again. The investigations which have been made by the State Board of Education have brought to light such a considerable neglect of law that I feel that it ought once more to be discussed. Two years ago the board prepared a plan which it was thought would be beneficial, but, being advised in advance of its being brought before the town meeting that it would be opposed by other branches of the town and city government, it was abandoned. That our present method of dealing with the subject is of almost no use is generally admitted, but the introduction of a new plan calling for an additional outlay of money meets opposition too strong for its success. The work already done by the State Board of Education has served to indicate the special advantages which they possess for carrying it on. Being outside of local influences, they are not hampered by many of the petty considerations which are sure to lessen the efficiency of local officers. In view of all the conditions surrounding this question, I am more than ever convinced that, on the whole, the truant question would be more thoroughly and satisfactorily taken care of by giving it entirely into the hands of that board. If their powers are not now sufficient for the successful prosecution of the work, I hope they may be enlarged at an early date, and that we may be able to aid them in securing any necessary legislation. — HARTFORD, *William Waldo Hyde, Acting Visitor.*

Ventilation.— The air of the schoolroom should not only be free from obnoxious odors, but it should smell fresh and sweet. Many of our schoolrooms are fragrant with that peculiar foul smell known as the schoolroom smell. In two of our buildings, the South School and Torrington, the ventilation is excellent, but in the rest of the buildings nothing whatever has been done to secure ventilation, and a great many headaches and much sick-

ness among children can be traced directly to this lack. Every schoolroom should have twenty square feet of floor space for each pupil, and two hundred and fifty cubic feet per occupant. The air should be renewed constantly and without draughts, at the rate of at least two thousand cubic feet per hour for each pupil. No school can be ventilated without special flues and for a class of fifty pupils there should be a supply of 1,700 cubic feet per minute, and the flue capacity, to supply this fresh air, must have at least an area of five square feet.—TORRINGTON, *E. H. Forbes, Superintendent.*

Visitation of Schools.—We would recommend to the people of the town to visit the schools frequently and make themselves acquainted with the management of the schools, and learn something of the difficulties which the teacher must meet and overcome to make the school a success; they may, by their co-operation, do much to assist the teachers in their work and increase the efficiency of our common schools. That the children may know, see, and feel the interest of their parents in this all important subject of the education of the children, and thus aiding to form a true character to unflinchingly uphold these principles which are the foundation of true government, perpetuating the right of freedom and liberty that God has given, and those who will may enjoy that for which our forefathers fought, bled, and died to maintain, and left to us as an inheritance to guard and protect and hand down to our posterity and the nations of the earth.—EAST LYME, *E. L. Beckwith and Dr. Daniel Caulkins, Acting Visitors.*

Visitation of Schools.—Now, on visiting the school, you may notice some new method, some radical change, that was not found in the school when you attended forty years or less ago. If the discovery is made, do not leave the schoolroom immediately, and as hastily condemn the school on account of the new system or great change that has been adopted since your school days. These new methods, these modern modes of instructing, may possess some merit, and you should in fairness give them a trial. Above all, do not pronounce the school worthless and the teacher an ignoramus on the statements made by some one who, like yourself, has never been inside the schoolroom while the school was in session, but has a prejudice against the teacher or some of his or her relatives, and, therefore, thinks, like the Jews of old, that no good thing can come out of Nazareth. Before making any unpleasant or fault-finding remarks, call on the school yourself, and see if things are as they have been represented to you. If you will only take the time for a short call and a brief personal examination, many of the unpleasant remarks and bitter criticism (that are sure to reach the ears of the teacher) will remain unsaid, and you will have words of praise for the school and teacher, instead of words of censure and condemnation.

Hearty co-operation of parent, teacher, and scholar insures success; want of this co-operation will prove other than successful to the school at large or the individual scholar. I hope that the present school year will witness the earnest, united efforts of every one to secure the best public schools possible under the circumstances. — LYME, *H. B. Sisson, Acting Visitor.*

STATE TEACHERS' EXAMINATIONS

FOR

ELEMENTARY CERTIFICATES.

First Day.

A. M. — 9.00 to 9.30	.	.	SPELLING.
9.30 to 10.30	.	.	LITERATURE.
10.30 to 12.30	.	.	ARITHMETIC.
P. M. — 1.30 to 2.30	.	.	WRITING.
2.30 to 3.30	.	.	READING.
3.30 to 6.00	.	.	ELEMENTARY SCIENCE AND GEOGRAPHY.

Second Day.

A. M. — 9.00 to 11.30	.	.	HISTORY AND CIVIL GOVERNMENT.
11.30 to 12.30	.	.	DRAWING (optional).
P. M. — 1.30 to 3.00	.	.	GRAMMAR.
3.00 to 4.30	.	.	PHYSIOLOGY.
4.30 to 5.30	.	.	VOCAL MUSIC (optional).

Preliminary papers should be sent one week before the examination.

Examinations cannot be given in the different branches at any other hours than those mentioned above.

Examinations begin promptly at 9 o'clock.

GENERAL DIRECTIONS AND INFORMATION.

1. Write the date and place of examination and your *number* on the outside of the envelope. Fill out the blank and put inside of the envelope.

2. Write the date and place of examination, and *your number* and name of study at the top of each page of your work.

3. Write only on one side of the paper.

4. Prefix to each answer the number of the question.

5. Leave a margin at the left.

6. In Arithmetic, write the operation as well as the answer.

7. The printed questions must be attached to papers containing answers.
8. The result of the examination will be communicated to you within one month.
9. Candidates for entrance to Normal School will be informed of the result of their examination within ten days.

READING.

1. What is reading ?
2. What is oral reading ? Silent reading ? Supplementary reading ?
3. Compare oral and silent reading.
4. Explain what is meant by :

(a) Alphabet method	}	of teaching reading.
(b) Phonic method		
(c) Word method		
(d) Sentence method		
(e) Phonetic method		

Which method do you prefer, and why ?

5. What relation have the alphabet and oral spelling to the first steps in reading ?
6. What connection should "writing" have with "reading" ?
7. What is the use of punctuation marks ?
8. What is the test of a good lesson in reading ? The test of a child's fitness to read in a given book ?
9. By what methods would you strive to secure correct pronunciation and just emphasis in reading ? To what use would you put supplementary readers ? How would you have an exercise in silent reading conducted ? How should children be taught to read the new words occurring in a lesson in a Second Reader ? Give illustrations.

PENMANSHIP.

I.

1. What is penmanship ?
2. Why do we teach children to write ?
3. When should we teach this branch to children ?
4. What share of time should it occupy ?
5. Make the small letters.
6. Make the capital letters.
7. What is meant by rapid writing ?

II.

1. What is writing ?
2. What is the use of copy-books ?
3. Give any exercises which would be useful in securing rapidity.

4. Classify the small letters for purposes of class instruction.
5. Make the small letters in the order in which you would teach them.
6. Make all the letters which involve the capital stem.
7. When should children begin to learn to write?

SPELLING.

1. What is spelling?
2. What is the object of learning to spell?
3. How is spelling related to reading?
4. What is the use of a spelling-book?
5. State expedients that would be helpful in teaching spelling.
6. What is meant by definition in the logical sense of the term? State and illustrate four ways by which children may be taught to grasp the meaning of words? What use should be made of a dictionary in a higher grammar grade? Notice errors that should be avoided in teaching definitions.

ARITHMETIC.

I.

1. What right has this study to its place in the school course?
2. Illustrate by drawings: $\frac{2}{3} - \frac{3}{4} = ?$ $\frac{3}{4} - \frac{1}{2} = ?$
3. What per cent. of $\frac{3}{8}$ is $\frac{1}{4}$?
4. The width of a piece of land is $6\frac{1}{2}$ feet. How long must it be to contain $1\frac{1}{2}$ acres?
5. Divide 165.16 by .162 (to one-hundredths).
6. I bought a book for \$1.71 at a place where I am always given a discount of 5%. What was the regular price of the book?
7. The hypotenuse of a right-angled triangle measures $3\frac{3}{4}$ yards, the perpendicular 72 in. What is the length of the base?
8. Give the units of the Metric System. What advantage is there in using the system?
9. A note for 3 months, dated May 13, face \$300, was discounted July 5, at 4%. What sum did the bank take for discount?
10. A corner lot of land, 200 feet long by 70 feet wide, is to have a concrete walk 4 feet wide, put on the two street sides. What will it cost at 10 cents a square foot?

II.

1. Which is larger, $\frac{3}{11}$ or .164? How much larger?
2. Write problems to involve these questions, and give answers.
 $\frac{7}{8} \div \frac{1}{3} = ?$ $\frac{3}{5} \times 13 = ?$
3. A pile of four-foot wood is 5 feet wide. It contains $8\frac{1}{2}$ cords. How long is it?

4. What is the cost of $17\frac{3}{4}$ acres of land at \$.12 per square foot?
5. What is the area of a circular lot of land, the circumference of which measures 157.08 feet?
6. Describe the method of finding interest that seems to you the best to teach. Give illustrations and reasons for preferring this method.
7. A rectangular piece of land measures 8 rods on one side, 17 ft. on the other. What is the length of a diagonal walk across the lot?
8. For what sum must I give my note at the bank for 60 days to borrow money with which to buy \$300 worth of sugar? (5%).
9. What per cent. on my investment do I make by buying 4% bonds at 108?
10. Tell (a) what bonds are?
(b) why they are used?

GRAMMAR.

1. Write the following names in sentences so as to denote (1) individual and (2) collective ownership of stores, goods, etc.
 - (a) Clark and Son.
 - (b) Hill and Wood.
 - (c) Brown and Sons.
 - (d) Davis Brothers.
 - (e) Stone and Stevens.
2. (1) Write the principal parts of the following verbs:—
sit; set; lie; lay; do; teach; learn.
(2) Fill the blanks in the following sentences with correct forms of the preceding verbs:—
 - (a) — the chair near the stove and — by me.
 - (b) — the lamp on the table. Let it — there.
 - (c) For the past two weeks he has — up late.
 - (d) — down, Rover!
 - (e) — the book on the desk. Let it — there.
 - (f) This girl has — to sew.
 - (g) The boy has — his dog to beg.
 - (h) I — my book and he — his.
 - (i) The woman — the washing last week.
3. Correct the following expressions and tell why they are wrong:
 - (1) He had ought to go.
 - (2) He acts like she does.
 - (3) She gave the book to you and I.
 - (4) Who is this for?
 - (5) The apple tastes very sweetly.
4. Explain briefly the meaning of the following words and illustrate each with a sentence:

want,	affect,	stop,	may,	delay,
wish,	effect,	stay,	can,	defer,

5. (1) Write a letter to Mr. John L. Clark of Bridgeport, Conn., accepting his offer of the position of teacher in the North School, primary grade, at \$400 a year.
- (2) Capitalize and punctuate the following expressions:—
- (a) your loving neice sarah smith
- (b) jacksonville fla feb 10 1882
- (c) messrs cowperthwait & co philadelphia dear sirs yours of the
21st inst etc
- (d) yours sincerely j w holden
- (e) miss laura r gibson
628 chestnut st
brooklyn n y
6. Write a letter giving an account of your educational advantages.

GEOGRAPHY.

I.

1. Position of Continents:—

With regard to one another, equator, and tropics.

2. Motions:—

Rotation	{	Apparent motion of sun ; similar cases of transferred motion.
		Proof of rotation from west to east.

Revolution:—

Direction, path, inclination, and parallelism of axis. (Sun's vertical rays; two reasons for their carrying more light and heat than same number of oblique rays.)

Effect of revolution (combined with inclination of axis, etc.).

3. Ocean Currents. (1) Two main water currents, polar and equatorial. (2) Atlantic currents. Gulf stream; effect on England, Norway, etc. Polar current; advantage to North Eastern North America.

4. United States—Location of grain belt, cotton region, rice and sugar regions, pasture lands.

5. Connecticut:—Boundaries. Counties. Rivers. Cities. Industries.

6. When it is 6 A.M. at Greenwich, what o'clock is it at Philadelphia, Lat. 40° N., Long. 75° W.; and what o'clock at Melbourne, Lat. 38° S., Long. 145° E.

7. Mouth of the Gaboon River and the mouth of the Amazon are both on equator. The former is Long. 10° E., the latter in Long. 50° W. How many miles apart are they?

8. What books on geography have you studied or read? What five books would you recommend to pupils?

9. What methods would you employ to have pupils in the 2d Primary grade attain just conceptions of a bay, a strait, an island, a valley, and a mountain. In what order would you develop a knowledge of the physical features of a country? Give a reason for your opinion.

II.

1. (a) What determines the position of the tropics and the polar circles ?
(b) When are our days and nights of equal length, and why ?
(c) Explain the succession of day and night.
2. (a) Explain exactly the meaning of the terms map, globe, meridian, horizon. (b) The parallels of latitude are represented as straight lines on the map of Connecticut while on the map of North America they are curved. Why is this ? (c) What is the shortest line between any two points on the globe ?
3. (a) Why are countries within the tropics hotter than other parts of the world ?
(b) Explain the influence which the sea exerts upon climate ?
(c) How do mountain chains and plateaus affect climate ?
(d) Labrador and England are about the same distance from the equator; how do you account for the difference in climate ?
(e) Compare Switzerland and Italy in respect of climate.
4. Draw map of Connecticut. Name and locate the counties, cities, rivers. Mention the principal agricultural products and the principal articles manufactured.
5. Draw map of South America. (a) Outline the countries. (b) Indicate the course of the three principal rivers. (c) Locate Rio Janeiro, Valparaiso, Lima, Quito, Buenos Ayres. (d) Indicate where the following are found or raised: *diamonds, gold, cattle, coffee*. (e) Indicate the physical features.
6. (a) Name four principal commodities that we import from England; and four that we export to England. (b) Two that we import from France. (c) Two that we import from the West Indies.
7. Locate the following places and mention an important historical event with which each is associated: Philadelphia, New Orleans, Vicksburg, Moscow, Sinai, Khartoum.
8. State in tabular form the principal physical features, capital, form of government, prevailing religion, occupations of the people, of the following countries: France, Holland, Russia, Turkey, Siam.
9. Into what waters do the following rivers discharge their waters: Colorado, Columbia, Yukon, Severn, Danube, Rhone, Rhine, Euphrates, Indus, Volga.
10. (a) What work should precede the study of continents ? (b) How would this work help in studying the continents ? (c) What use would you make of the moulding board in teaching geography ? (d) How would you use maps ?

HISTORY.

1. (a) What is the object of teaching History ?
(b) What is meant by memoriter and topical methods of teaching History ?
(c) Mention supplementary books for the different periods.
(d) What biographies are specially important ?
2. (a) What preparatory work can be done before text-book work of Grammar School ?
(b) Recommend stories or books for such work.
(c) How can other studies be made to aid in this work ?
3. (a) Events in Europe which influenced discovery and exploration.
(b) The principal countries engaged.
(c) The motives of each in discovery.
(d) Claims of nations.
(e) Give some account of the life and voyages of the great navigators.
4. *Original Colonies* —
(a) Draw map, locating each.
5. *Northwest Territory* —
(a) How ceded to United States ?
(b) Title of Act which established the government of this territory. What provision did the Act make in regard to (1) slavery and property; (2) to inheritance ?
(c) What States at present ?
6. *Articles of Confederation* —
(a) What were they ?
(b) When in force ?
(c) Why unsatisfactory ?
7. *Constitution* —
(a) Difficulties in way of formation.
(b) What course was necessary to its adoption ?
(c) Outline the difference between the government under the Constitution and the articles of confederation.
(d) Mention five signers of the Constitution, and give brief account of two.
(e) Who signed from Connecticut ?
8. *Tariff* —
(a) What is it ?
(b) When was the first tariff proposed and passed ?
(c) Give an account of important subsequent tariff legislation.
(d) What is meant by "free trade" and "protective tariff" ?
9. *United States Senate* —
(a) How chosen ?
(b) For how long ?
(c) Membership ?
(d) Presiding officer.
10. *Connecticut* —
(a) When settled by English ?

- (b) From what colony ?
 - (c) Where ?
 - (d) On what did the English base their claim ?
 - (e) On what did the Dutch base their claim ?
 - (f) Sir Edmund Andross.
 - (g) Union of Connecticut and New Haven colonies.
 - (h) First Constitution?
-

PHYSIOLOGY.

I.

1. What is the use of the lungs ? Explain the use of the cavities of the heart.
2. Why is food needed ? What is the function of the liver ?
3. Where are the different classes of food digested ?
4. What is the course of circulation ? How may the blood be affected ?
5. In connection with muscular action, what is waste ?
6. What are the functions of the skin ? To what dangers is the skin exposed ?
7. What is a nerve ganglion ? What are the functions of nerve fibers ? Describe the parts of the brain.
8. What should be the care of the bones ? Why is this important ?
9. Mention some stimulants, and state how they differ. Why should the physiology of Habit be considered in connection with drinking ?
10. What is the value of Physiology in a course of study ? How can it be helpful to the cause of "Temperance" ?

II.

1. (a) What is meant by Respiration ?
 - (b) Describe the process.
 - (c) Draw diagram of the organs.
 - (d) What are some of the causes of derangement of respiration ?
2. What use would you make of your knowledge of respiration in teaching children to read ?
3. How is the blood exposed to poisons ? How does the condition of the blood affect the brain ?
4. (a) What is meant by "motor" nerves ?
 - (b) What is meant by "reflex action" ?
 - (c) Mention two vicious methods of teaching which produce unhealthy brain action.
5. Mention any case of difficulty in Teaching or Discipline which you have noted or experienced, and state what principles of Physiology you applied or could have applied in treating the case.

CIVIL GOVERNMENT.

1. Define Taxes.
 2. In a town, what are taxes laid for ?
 3. Public schools :—
 - (a) When established ? Why ?
 - (b) School officers and their duties.
 - (c) Duties of teachers.
 4. Should the majority always rule ?
What is a majority ?
A plurality ?
 5. What are the departments of the State government ?
 6. What is the bill of rights ? How different from the Constitution ?
-

ELEMENTARY SCIENCE.

I.

Liquids—

1. What is the difference between a solid and a liquid ?
2. In how many directions may pressure be transmitted in solids and in liquids ? Why ?
3. What causes down pressure in liquids ?
4. Why does a cork float in water ?
5. Describe an experiment to show upward pressure of liquids.

II.

Gases—

1. Explain sucking a liquid through a tube.
 2. Describe and explain the barometer.
 3. Describe an experiment showing that air occupies space.
 4. Describe an experiment showing upward pressure of air.
 5. Why does warm air rise ?
-

LITERATURE.

1. Give briefly the life of Longfellow.
2. Give briefly an estimate of his literary character.
3. Give briefly the principal works of Longfellow.
4. Tell the story of "Paul Revere's Ride."
5. What are some of the best known of his shorter poems ?

II.

Write on the following topics :

Longfellow and his poetry
Hawthorne and his novels.

NORMAL SCHOOL

ENTRANCE EXAMINATIONS.

ARITHMETIC.

I.

1. A certain room is 30 ft. long and 25 ft. wide. What would it cost to paint the floor at 5 cents a sq. yard?
2. A lady purchased $\frac{5}{8}$ of a yard of velvet worth \$1.25 a yard, and $3\frac{1}{2}$ yards of cloth costing $37\frac{1}{2}$ cents a yard. What change should she receive from a \$5 bill?
3. How many bushels of potatoes at 65 cents per bushel will cancel a debt of \$273?
4. What is the interest on \$250 for 4 months, 3 days, at 6 per cent.?
5. The average number of pupils in a school last year was 120. This year the average was 135. What is the per cent. of increase?

II.

1. Write a receipted bill for groceries, mentioning six items.
2. I drew \$5.80 from the bank, which was $\frac{5}{8}$ of what still remained in the bank. What was my original deposit?
3. Divide $3\frac{2}{3}$ by $\frac{1}{3}$.
4. (a) Write in figures fifty-four and fifty-four ten-millionths.
(b) Write in figures eighty-one and one ten-thousandth.
5. What is the value of 60.5 tons of coal when $\frac{5}{10}$ of a ton is worth \$6.66?
6. There is a house 112 feet long, and each of the two sides of the roof is 25 ft. wide. How many shingles will it take to cover it if six shingles will cover one square foot?
7. Sold two farms for \$6,000 each. On one I made 25 per cent. and on the other I lost 25 per cent. What did I gain or lose on the whole?
8. If a man gives his note July 15, 1890, for \$400 on interest at 6 per cent., what sum will it pay Jan. 21, 1891?
9. Write a check for the amount due Jan. 21, 1891, in the above problem.

10. (1) If a barrel of apples costs \$5 $\frac{1}{4}$, how many quarters does it cost ?
- (2) How much will ten pounds of sugar cost at $\frac{4}{5}$ of a dime a pound ?
- (3) Bought English prints worth \$6, and sold them at a gain of 12 $\frac{1}{2}$ per cent. What was the gain ?

LANGUAGE.

1. "He saw the boys whom you named." Tell what part of speech each word is, and say what you can of its relation to other parts of the sentence.
2. Name classes of adverbs ; illustrate.
3. What is a phrase ? Name different kinds of phrases, and illustrate.
4. Use each of these words correctly in a sentence: *set, lay, oldest, except, lain*.
5. Correct mistakes :
 "When I come down the street this morning, I see Mr. Ames. He has laid abed so late that he had not hardly had time to do his work."
 "Hadn't every boy ought to go when their work is finished ?"
6. Write an account of some book that you have read lately. Do not write over half a page.

GEOGRAPHY.

I.

1. Why is it warmer in Connecticut now than six months ago ?
2. Write briefly upon the following topics:—
 1. Your native town.
 (a) Situation. (b) Size. (c) Surface. (d) Rivers.
 (e) Source of Wealth.
 3. Why are light-houses built high ?
 4. Make a drawing, naming all circles showing the earth's relation to the sun to-day.
 5. Mention, locate, and tell some interesting fact about five points of interest which a tourist would be likely to visit in America. In Europe.
 6. What countries export:—

1. Wheat ?	7. Coffee ?
2. Timber ?	8. Tea ?
3. Cork ?	9. Cotton ?
4. Rice ?	10. Hides ?
5. Iron ?	11. Mahogany ?
6. Sugar ?	

II.

1. Tell all you can about the Andes Mountains ; position, extent, minerals, etc. Do not write over half a page.

2. Name the town from which you come, the county, and the bordering counties.

3. Name and locate five cities of Connecticut. What do you know of each ?

4. Where might one go to buy hides, iron, olive oil, wool, ivory, silver, linen goods, silk goods, iron ships, coal ?

5. Select one of the following countries and tell all you know about it : India, Persia, China, Siberia, Japan.

6. Name two rivers of Africa, and describe courses. What of interest is connected with each ?

HISTORY.

I.

1. What events in the history of Europe helped to bring about the discovery of America ?

2. Compare social life in Virginia with that of Massachusetts in 1700.

3. What was the financial condition of the country at the close of the war for Independence ?

4. Connect the following names with events in our history : Alexander Hamilton, John Smith, William Penn, Andrew Jackson.

5. (a) What are three departments of our government ?

(b) What is the duty of each ?

6. What were the causes of the Civil War ?

OPTIONAL QUESTIONS.

7. When was the first passenger railroad in the United States built ?

8. What was the Ordinance of 1787 ?

9. Describe briefly the provisional government of the Southern States established by Congress at the close of the Civil War.

10. Give a brief sketch of the life of Benedict Arnold.

II.

1. What can you say about the Declaration of Independence ?

2. How was the Constitution formed ?

3. What was the "Monroe Doctrine" ?

4. What was the early history of the slavery question ?

5. How has territory been acquired ?

6. What were the results of the Civil War ?

OUTLINE OF COURSE IN PHYSICS

FOR

TEACHERS' CLASSES.

LECTURE I. FORCE.

Course for Common Schools :

Heating water in closed vessel.	Stability — depends upon
Magnet and tacks.	<i>a.</i> Size of base.
Splitting wood.	<i>b.</i> Position of balancing point.
Dropping ball.	Tipping over book, cube, pencil on
Gravitation — the name of one kind	end, cone, ball, etc.
of force.	Attitudes of men in boxing.
Weight.	Rising from chair.
Relation of size and weight.	Carrying weight on back, etc.
Balancing a stick.	Inkstands, lamps, tables, etc.
Balancing point.	Resistance of the air.
Loaded truck.	Relation of surface to volume.
Path of falling body.	Dust, mist, smoke, etc.
Meaning of down.	Resistance of water.
Plumb line.	Settling of sediment.
Uses of plumb line.	

Supplementary Topics :

Work.	Galileo.
Foot pound.	Pendulum.
Attraction always mutual.	Clocks.
Falling bodies.	Use of wheels.
Center of gravity.	Rivers.
Newton.	

READINGS.

School Document, No. II, 1892.

Force, *Arnott's Physics*, §§ 123-125.

Gravity, Stability, etc., *Arnott's Physics*, §§ 194-220.

Pendulum, *Arnott's Physics*, §§ 266, 267.

Plumb line, *Science Applied to Work*, Chap. III.

Resistance of the air, *Arnott's Physics*, §§ 370-374.

LECTURE II.

LIQUIDS.

Course for Common Schools :

Difference between solids and liquids.	Illustrations — Bent tube, floating bottle, balls.
Illustration — lump of lead and shot.	Hydrostatic press.
Downward pressure in solids — in liquids.	Fountains.
Side and upward pressure.	City water supply.
Experiments with funnel and tube, tin can, lamp chimney, etc.	Buoyant force — due to gravitation.
Transmission of pressure in solids and in liquids.	Floating bodies.
	Displacement of liquid.
	Salt and fresh water.
	Apparent weight of brick in water.
	Estimating pressure.

Supplementary Topics :

Dams.	Swimming.
Water-wheels.	Specific gravity.
Transporting power of streams.	Hydrometers.
Story of Archimedes.	

READINGS.

How to prepare apparatus and perform experiments, *School Document, No. II*, 1892.

Difference between molasses, water, etc., *Arnott's Physics* §§ 68, 70.

General information on subject, *Arnott's Physics*, §§ 293-334.

Hydrostatic press as a machine, *Conservation of Energy*, § 43.

Archimedes's discovery, *History Natural Science*, pp. 22-25.

LECTURE III.

GASES.

Course for Common Schools :

Air matter — occupies space.	Exp. Air compressible and elastic.
Difference between liquids and gases.	“ Explanation of breathing.
Air pressure — due to gravitation.	“ Barometer.
Exp. Sucking.	“ Pumps.
“ Glass tube.	“ Siphon.
“ Oil can.	“ Sucker.
“ Bottle and paper.	

Supplementary Topics:

Story of Torricelli and Pascal.	Relation between depth and pressure in liquids — in gases.
Flying.	Balloons.
Hight of atmosphere.	
Measuring hight of mountains.	

READINGS.

Apparatus and directions for performing experiments, *School Document, No. II*, 1892.

Air pressure, etc., *Arnott's Physics*, §§ 414-417.

Pump, siphon, etc., “ “ §§ 419-423.

Hight of atmosphere, “ “ § 435.

Barometer, “ “ § 427.

Balloons, “ “ §§ 441-444.

Collecting gases in chemistry, *Arnott's Physics*, § 454.

Invention of barometer, *History Natural Science*, pp. 114-118.

Pressure of the air, *Geikie's Physical Geography*, Lesson VIII.

LECTURE IV.

HEAT.

Course for Common Schools:

EFFECTS OF HEAT.

Expansion.

a. Solids. Illustrations.

b. Liquids.

Thermometers.

c. Gases.

Study of winds.

Land breeze — sea breeze.

Winds in general.

Chimney drafts.

b. Conduction in solids.

Clothing.

c. Radiation.

TRANSMISSION OF HEAT.

a. Conduction in liquids and gases.

Circulation — an effect of gravitation.

Water in tube.

Ocean currents.

Air in room.

SOURCES OF HEAT.

a. Sun.

b. Percussion.

c. Friction.

d. Chemical change.

e. Electricity.

Definition of heat.

Supplementary Topics:

Water an exception to law of expansion.

Hot air furnaces.

Heating by hot water.

Gulf stream.

Monsoons.

Tradewinds.

Cyclones — storms.

Rumford.

Davy.

Joule.

READINGS.

Apparatus and experiments for schoolroom, *School Document*, No. II, 1892.

Winds, *Tyndall's Heat*, pp. 206-211.

Movements of the air, *Geikie's Physical Geography*, Lesson XI.

Sea a regulator of temperature, *Physical Geography*, pp. 154-156.

Heating houses by hot water, *Arnott's Physics*, § 612.

Ocean currents, *Physical Geography*, pp. 143-146, Arnott, § 613.

Clothes, *Heat*, pp. 256-261.

Friction, *Heat*, pp. 8-13.

Old ideas of heat, *Heat*, p. 32 and foll.

Rumford and Davy's discoveries, *Heat*, pp. 39-48; *History Natural Science*, pp. 350-354.

Heat and motion, *Conservation of Energy*, §§ 46-63.

Joule's discovery of relation of heat and motion, *History Natural Science*, pp. 354-358.

Theory of conservation of energy, *Conservation of Energy*, §§ 194-200.

Energies of plants and animals, *Heat*, pp. 528-536.

LECTURE V.

HEAT.

Course for Common Schools :

Change of state by heat.	Steam heating.
Melting ice.	Rain.
Melting wax in candle.	Moisture in the air.
Evaporation of water.	Freezing.
Condition favorable to evaporation.	Effect of vapor on climate.
Perspiration.	Radiation. Illustration.
Burning wet or green wood.	Glass in hot-bed.
Boiling.	Vapor in air.
Condensation.	Dew.
Experiment to show that heat is given up.	Steam engine.

Supplementary Topics :

Specific heat.	Latent heat.
Freezing mixtures.	Black.
Ice manufacture.	Watt.
Climate of Europe.	

READINGS.

Apparatus and experiments for schoolroom, *School Document*, No. II, 1892.

European climate and Gulf Stream, *Heat*, pp. 211-219.

Freezing mixtures, *Arnot's Physics*, §§ 708, 709.

Black's discovery of latent heat, *History Natural Science*, Chap. XXVIII.

Geysers, *Heat*, pp. 166-173.

Vapor and climate, *Heat*, pp. 382-389.

Moisture of the air, *Physical Geography*, Lesson X.

Dew, *Heat*, pp. 496-502.

Steam engine of Newcomen and Watt, *History Natural Science*, pp. 244-251.

OUTLINE SCIENCE LESSONS

IN

ELEMENTARY SCHOOLS.

BY A. B. MORRILL.

Animals.

Plants.

Rocks and Minerals.

Candle Flame, etc.

Liquids.

Gases.

Heat. (Clouds, Rain, Snow, Winds, Currents, Steam, etc.)

Sound. (Music.)

Magnetism.

Electricity. (Telegraph, etc.)

Light. (Color.)

Force and Motion. (Machines and Power.)

LESSONS ON ANIMALS.

STUDY OF GROUPS BY MEANS OF TYPES.

1. Vertebrates.

Cat. (Or some stuffed specimen,
as a Squirrel.)

Bird.

Fish.

Frog.

2. Articulates.

Lobster.

Common Fly.

3. Mollusks.

Clam.

Snail.

4. Radiates.

Star-fish.

5. Protozoan.

Sponge.

DIRECTIONS TO TEACHERS.

1. Show the specimens, or similar ones, suggested in the program.

2. The method of studying each specimen may be somewhat as follows :

Pupils may observe —

- (a) Size, form, color.
 - (b) Other characterizing features.
 - (c) Method of getting air, or breathing.
 - (d) Facts about eating.
 - (e) Means of locomotion.
 - (f) Facts about seeing, hearing, etc.
3. The specimen may be used for a drawing lesson.
 4. The pupils may learn from the teacher or from books: —
 - (a) Where the specimen lives.
 - (b) Its habits.
 - (c) Its usefulness.
 - (d) Other common animals belonging to the same group.
 5. Some exercise may be given in classifying.
 6. Supplementary reading may be pursued in connection with these lessons.

LESSONS ON ROCKS AND MINERALS.

PROGRAM.

<i>Types.</i>	<i>Allied Specimens.</i>
1. Sandstone.	Conglomerate. Clay Stones. Slate.
2. Granite.	Gneiss. Mica Schist. Syenite. Soapstone.
3. Trap.	Lava.
4. Limestone.	Chalk.
5. Coal.	

MINERALS.

1. Quartz.	3. Calcite.
Rock Crystal.	4. Gypsum.
Milky Quartz.	5. Feldspar.
Smoky “	6. Mica.
Rose “	7. Hornblende.
Agate.	8. Talc.
Flint.	9. Tourmaline.
2. Garnets.	

METALS.

- | | | |
|------------------------|------------|----------------|
| 1. Iron. | { Cast. | 4. Tin Ore. |
| | { Wrought. | Tin. |
| | { Steel. | 5. Zinc Ore. |
| Iron Ore. | | Zinc. |
| Iron Pyrites. | | 6. Gold Ore. |
| 2. Lead Ore. (Galena.) | | Gold. |
| Lead. | | 7. Silver Ore. |
| 3. Copper Ore. | | Silver. |
| Copper. | | 8. Platinum. |
| | | 9. Brass. |

DIRECTIONS TO TEACHERS.

1. Specimens suggested in the program should be shown.
2. Pupils should observe concerning each specimen —
 - (a) Size, form, color.
 - (b) *Lustre*. — Does it shine?
 - Hardness*. — Soft, moderate, hard.
 - Cleavage*. — Does it break more easily in one direction than in another?
 - (c) Other characterizing features.
3. Begin with rocks and lead to the study of minerals by showing that they are in rocks, as the component parts.

Study the structure and history of common rocks.

Classes : —

1. Water Rocks. (Sedimentary.)
2. Fire “ (Igneous.)
3. Shell “ (Calcareous.)

History of fragments, pebbles, gravel, sand, and mud.

Action of gutter streams, water in cracks and pores, rivers, sea waves, weather.

Production of soil.

Rocks formed from the remains of *plants*; from the remains of *animals*.

Strata, beaches, mountains, ripple marks, rain prints, animal tracks, fossils.

History of the earth's crust.

Lessons in Physics for Common Schools.

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NOTE.

THERE is a growing demand for Science Teaching in Common Schools.

The questions what to teach and how to teach it are important ones. This pamphlet is an attempt to answer in a measure these questions. It answers the first by presenting those truths which are important from whatever point they are considered. The second it answers by pointing out how these truths may be impressed by simple experiments.

It is believed that the teacher who conscientiously employs a short time every day in work of this kind will be a more useful teacher, and that among the pupils an increased interest in school work will more than compensate for the time so used.

NEW BRITAIN, April, 1892.

G. P. PHENIX.

APPARATUS.

For the experiments in physics the following material will be needed :

A few six-ounce wide-mouth bottles.	1 rubber cork, $\frac{1}{2}$ inch at small end, one hole.
Several six inch test tubes.	18 inches of rubber tubing, 3-16 inch bore.
2 pieces of $\frac{1}{4}$ -in. No. 3 glass tubing, about 18 inches long.	1 four-ounce spirit lamp.
Small tin funnel.	The glazier will give half a dozen 2-inch squares of glass for a few cents.
Student lamp chimney.	One three-cornered file costs 8 cents.
Small pill bottle.	Any other necessary material can be easily obtained anywhere.
1 rubber cork, $1\frac{1}{8}$ inch in diameter at small end, with two holes.	

Holder for Test Tube. A very serviceable test tube holder may be made as follows: Fill an ordinary 6 to 8 ounce bottle with water or sand to render it more stable. Fit to it a common cork. Take a piece of ordinary iron stove wire twenty inches long, and make two turns around the large test tube, leaving the ends of the wire of equal length. Twist these ends together. Pierce the cork with an awl and insert the twisted end. The test tube can be easily removed from the loop and the holder can be instantly adjusted to any position. It requires about five minutes to make this useful piece after the materials have been obtained. See Fig. 18.

To Break Glass Tubing. Make a scratch with a file where the break is to be made. Place the thumbs opposite the scratch and press quickly outward.

To Make a Jet. Hold a piece of tubing in the lamp flame. Turn the tube slowly, moving it a very little from side to side. When the glass has softened pull the two ends apart. Break off the small end so as to leave an opening as large as a small needle. In case the hole so made should be too large it may be made smaller by holding in the flame for an instant.

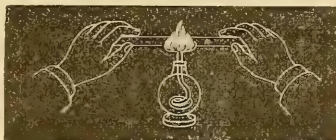


FIG. 1.

TO TEACHERS.

1. Every pupil must see every part of every experiment. Whenever it is possible encourage the pupils to perform the experiments at home.

2. Pupils cannot think clearly about what they have only half seen.

3. Do not expect pupils to know what they have had no opportunity to learn, nor will pupils observe and understand in a moment what it has taken the brightest minds years to find out.

4. It may be necessary to perform an experiment more than once.

5. If pupils are required to reproduce these lessons in writing see that they have first had every opportunity to become familiar with the facts. Encourage accurate statement and the use of short sentences.

6. Teach pupils to note causes and effects, and to distinguish between what is seen and what is inferred.

7. Prepare every lesson carefully. Know what you wish to teach and never attempt an experiment before the class without having first tried it alone.

8. The science work should be a help in geography, physiology, arithmetic, and language.

9. A few reference books will be invaluable. The following will be found useful. They ought to be obtained through any bookseller for the prices quoted:

Buckley's History of Natural Science (507 pp.), D. Appleton & Co., . . .	\$1.60
Gage's Elements of Physics (439 pp.), Ginn & Co.,	1.15
Arnott's Elements of Physics (873 pp.), D. Appleton & Co.,	2.40
Geikie's Elementary Lessons in Physical Geography (363 pp.), Macmillan & Co.,	1.10

GRAVITATION.

Hold a book in the hand. It presses on the hand. Remove the hand. The book falls to the floor. Why does the book press? Why does it fall?

"We know nothing whatever of the reason why bodies possess weight. Bodies do not fall on account of the law of gravitation; nor does their gravity explain why they fall. Gravity, as we have seen, is only a name for weight, and the law of gravitation is only a statement of *how* bodies approach one another, not *why* they do so.

It is often said that gravitation is *attraction*, and that bodies fall to the earth because the earth attracts them. But the word "attract" simply means "to draw towards"; and to say when two bodies move towards one another that they are "drawn towards" one another, is simply to describe the fact and make us no whit wiser than we were before. On the contrary, unless we take great care it may make us a little less wise. For the words "drawing towards" are so closely associated with ropes and hooks and the act of pulling, that we are easily led to fancy the existence of some analogous invisible machinery in the case of mutually attractive bodies.

Again, gravitation is spoken of as a *force*; and the word force is in very common use, let us try to make out what we mean by it. . . . Force is the name which we give to that which causes, or, in the case of pressure, tends to cause, motion. The force of gravity, therefore, means the cause of the pressure which we feel when bodies which possess gravity are supported by our bodies, and the cause of their movement towards the center of the earth when they are free to move. But it is exactly about the cause of these phenomena that we know nothing whatever. . . .

Let us remember then that, so far as we know, it is a law of nature that any two material bodies, if they are free to move, approach one another with gradually increasing swiftness; and that the space over which each travels before the two meet is inversely proportional to the quantity of matter which it contains.

Attraction of gravitation is a name for this general fact; *weight* is the name for the fact in the case of terrestrial bodies; *force* is a name which we give to the unknown cause of the fact. The fact is that which it is important to know. The names are of no consequence so long as we recollect that they are merely names and not things."—HUXLEY, *Introductory Sci. Primer*.

We say that two books are heavier than one because when we lift them we find that two press the hand more than one.

EXPERIMENT 1. Two things may be of different sizes and yet weigh the same.

If possible procure a balance with equal arms. In one pan put a nickel; in the other some crayon. When they balance we know that the nickel presses as much as the crayon. There is as much matter in the nickel as in the crayon. We call crayon lighter than nickel because if we take *equal volumes* the crayon will weigh less than nickel.

The teacher should illustrate in many ways what we mean by heavy and light. Why we call wool light and lead heavy, etc.

Merchants measure many kinds of goods by weight. The government has in its possession a piece of metal which men agree to call a pound weight. All pound weights are more or less true copies of this. When a grocer sells a pound of tea or sugar he measures by means of a balance a quantity of matter which will press downward with the same force as the pound weight.

The teacher should make clear by numerous illustrations how useful as a measurer of matter the balance is.

EXPERIMENT 2.

Balance a book on the top of a bottle. Stretch a string horizontally on the book just over the point of support. The string will always bisect the book. As much matter will be on one side of the support as is on the opposite side. The earth attracts these equal amounts of matter equally. Change the point of support. The attraction of the earth for one side is now greater than for the other side, and the book falls.

All solid bodies have a *balancing point*. When this point is supported the body is supported, when unsupported the body falls. The balancing point is often called the center of gravity.

EXPERIMENT 3. To illustrate what effect two forces may have on a body.

a. Tie two strings to a weight. Pull equally in the directions *A* and *B*. *W* will move midway between *A* and *B*, or towards *C*.

b. Throw a ball horizontally. One force impels it horizontally the other (gravitation) vertically downward. The ball moves in a curved path between the two.



FIG. 2.

In what direction will a ball fall? Matter composing the earth beneath the ball to the north, south, east, and west, is all attracting it. The ball will, therefore, as in Experiment 3*a*, obey all the forces so far as possible, and will fall towards the earth's center. When we say down we mean towards the earth's center.

The plumb line. Suspend a weight by a string, as in Fig. 3. The bob *B* is kept from falling by the string. The earth will attract it downward, and, as in the case of the ball in trying to obey all the forces acting upon it, the bob will seem to be attracted toward the center of the earth. The plumb line always points to the center of the earth. *Query:* Would a plumb line in Boston be parallel to a plumb line in Chicago?

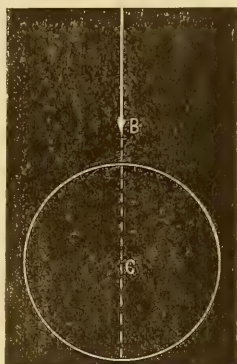


FIG. 3.

The teacher should show how important the plumb line is to every mason and carpenter. By means of the plumb line the mason is enabled to lay one brick on another in such a way that the balancing point of the wall will be over the base.

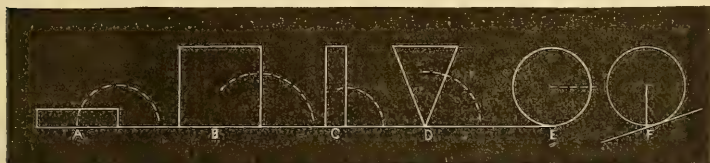


FIG. 4.

In Fig. 4, *A* is more stable than *B*, *B* than *C*, *C* than *D*. In order to tip *A* over, one end must be raised until a vertical line

from its balancing point shall fall outside its base. To do this *A* would have to be raised more than *B*; *C* would have to be raised very little. The slightest movement would place the balancing point of *D* outside the base. The balancing point will always be over the base in *E* so long as it is on a level surface. In *F* the balancing point is not supported, and it will turn over and over until it finds a place where it will be supported.

A body will stand so long as a vertical line from its balancing point falls *inside* the base. A body will fall when a vertical line from the balancing point falls *outside* the base.

In Fig. 4, *A*, *B*, *C* are in stable equilibrium; *D* is in unstable, and *E* in indifferent equilibrium.

Other conditions remaining the same —

The larger the base the more stable a body will be.

The lower the balancing point the more stable a body will be.

Note. Let pupils experiment with cubes, cylinders, cones, pyramids, bottles, irregular bodies, etc., and tell where the balancing point probably is. Is the object in stable, unstable, or indifferent equilibrium? Let them show how the conditions of stability are illustrated in tall chimneys, steeples, inkstands, lamps, etc. The following questions will be found suggestive:

1. Why does a person lean forward when rising from a chair? Why does he at the same time move his feet back?
2. How does a boy stand when boxing? Why?
3. In walking on a narrow board what movements of the body does one have to make to keep his balance?
4. Why is it unsafe to stand in a small boat?
5. Why does a man carrying a weight in his right hand lean to the left?
6. Can a person with heels close to a wall pick up an object in front of him?
7. When a person is pushed why does he not fall at once? (He moves his foot so as to bring his base under his changed center of gravity.)
8. What is it to learn to walk?

EXPERIMENT 4. The more surface a body has in proportion to its weight the more slowly it will fall in the air.

Take two sheets of paper of the same size. Press one into a ball, and drop both at the same instant.

The ball reaches the floor first because, although the earth has the same attraction for both, the one with more surface has to push more air out of the way as it falls.

Show a one-inch cube and a two-inch cube.

The volume of the first is 1 cubic inch, of the second 8 cubic inches.

The surface of the first is 6 square inches, of the second 24 square inches.

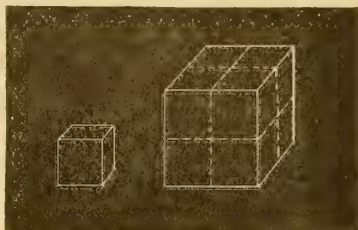


FIG. 5.

In the first there are six square inches of surface to one cubic inch.

In the second there are three square inches of surface to one cubic inch.

The smaller the body the greater the surface in proportion to the volume.

Dust particles, mist, and fine rain have a large amount of surface in proportion to their weight, and having to push air out of the way fall slowly.

A pound weight tied to the handle of a large open umbrella would fall more slowly than the free weight, on account of the resistance of the air.

Sediment in water settles very slowly for the same reason that dust settles slowly in the air.

Experiments have been made to show that in a vacuum a substance like a feather will fall as swiftly as lead.

In connection with this subject of gravitation the teacher should tell the class what Galileo discovered concerning falling bodies, and what men had previously believed; also about Newton's discovery that the attraction of the earth extends as far as the moon, and keeps the moon from flying off in a straight line. See Buckley's History of Natural Science.

LIQUIDS.

Note.—Some of the effects of gravitation on solid bodies have been studied. In studying about liquids and gases we shall do little more than continue the study of the effects of gravitation. Keep constantly before the class the fact that downward, upward, and lateral pressures in liquids and in gases are due to gravitation: that the ship floats because of gravitation; that gravitation makes the lifting pump, barometer, and siphon possible. Whenever

there is motion try to see what force or forces produce that motion.

Illustration of downward pressure.

Pile a dozen books one above another. Each book has to sustain the weight of all the books above it. The higher the pile, the greater the pressure on the bottom. In this way illustrate that in liquids, of which water is a type, *downward pressure increases with the depth.*

To illustrate the difference between a solid and a liquid.

Buy a pound of No. 10 shot for ten cents. Pour the shot from one glass to another. Pour some on the table. Thrust a pencil into the dish of shot. Repeat the experiments with water and note points of resemblance between shot and water.

Water is supposed to be made of small particles called *molecules*. These molecules are so small that the most powerful microscope will not show them. They slide over one another much more perfectly than do the shot, and when one part of a liquid is pressed upon, the force is communicated to the other molecules and they are moved out of the way unless prevented by the sides of the vessel. In solids the molecules are, as it were, glued together by a kind of attraction called cohesion.

Water, molasses, pitch, and iron differ in the force of the attraction between the molecules. See Arnott's Physics, pp. 26, 27.

EXPERIMENT 5. Downward pressure increases with the depth.

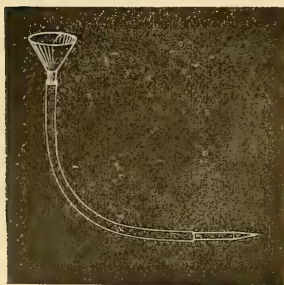


FIG. 6.

Get a small tin funnel for five cents. Connect this to a glass jet by means of the rubber tube.

Fill the funnel with water. Point the jet downward, and hold the funnel at different heights above it. The vertical distance between the surface of the water in the funnel and the opening in the jet is the depth.

EXPERIMENT 6. Side pressure is caused by downward pressure and increases with depth in the same manner.

Use same apparatus as in experiment 5, holding the jet as in Fig. 6.

EXPERIMENT 7. Upward pressure increases with the depth in the same way as downward and lateral pressure.

Point the jet upward, and vary the depth of the water as before.

EXPERIMENT 8. Pressure depends upon depth and not on the shape of the vessel.

Hold the apparatus so as to make a U. The water stands at very nearly the same height on both sides. (Adhesion makes it stand a little higher in the small tube.) The two columns balance, although there is more water on one side than on the other.

Make the same piece of apparatus illustrate springs, fountains, and how cities are supplied with water from lakes higher than the level of the city.

A coffee-pot may be used to illustrate the principle stated in experiment 8.

EXPERIMENT 9. Another way of proving that side-pressure depends on depth.

Get a tin fruit can. With a sharp awl make three holes of the same size in the side as shown in Figure 7. Fill with water.

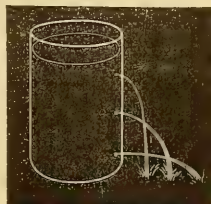


FIG. 7.

EXPERIMENT 10. Another way of showing that upward pressure depends on depth.

To the center of a two-inch square of glass fasten a string with a little wax melted from a candle. Hold the glass to the bottom of a student lamp chimney, as in Fig. 8, and lower into a pail of water. Let go the string, and notice that the upward pressure will hold the glass to the chimney until water has leaked in nearly to the height of the water outside.

Emphasize the fact that the upward pressure does not depend at all on the amount of water below the glass or the extent of water around it, but only on the depth of water above it. Show that upward pressure is due to gravitation.



FIG. 8.

Illustration.

FIG. 9.

Imagine molecules large enough to be seen. Let A be the chimney; 1, 2, 3, 4, and 5, 6, 7, 8 press down and tend to press 10 and 11 together; 10 and 11 will then press up on 9 and down on 13. This illustrates transmission of pressure in liquids.

Let pupils draw diagram and see that it helps to a clear understanding of the subject.

EXPERIMENT 11. The buoyant force of a liquid is equal to the weight of the liquid displaced.

Fill a pan full of water and set it into a larger pan. See that the first pan cannot hold another drop.

Take a block of wood or a small pail with sand in it, find its weight, then lower carefully into the water until it floats. Collect the water that runs over and measure it. A pint of water weighs a pound. The volume of water in pints will be equal to the weight of the floating body in pounds. This proves roughly the important principle stated above.

Read the story of Archimedes and the bath-tub, as given in Buckley's History of Natural Science.

EXPERIMENT 12. Another way of illustrating the same truth.

Tie a string to a brick and lower it into a pail of water. Let every pupil see that the brick seems lighter when in than when out of the water.

The brick displaces its own volume of water. Before the brick was put in, this water was of course held up by a force just equal to its own weight. The brick now takes the place of that volume of water, and is pushed up with the same force. This truth is not self-evident at first thought, and must be carefully taught.

EXPERIMENT 13. It follows from 11 that bodies lighter than water will sink only until they displace their own weight of water.

Put a cork, a block of wood, and a rubber-stopper into the water. The lighter the substance the less there will be under water.

Put a weight on the wood and notice that it sinks farther into the water.

Show that a tin cup will float, but when full of water it sinks. The metal is much heavier than water. Make this illustrate how iron ships can not only float but carry heavy cargoes.

EXPERIMENT 14. Buoyant force is greater the heavier the liquid.

Put an egg into a dipper of fresh water. It sinks. Now add to the water as much fine salt as it will dissolve. The egg will float. The water is made heavier by the salt. This makes the downward pressure greater, and therefore the upward pressure is made greater. Tell about the buoyant force of water in salt lakes, *e. g.*, the Dead Sea.

EXPERIMENT 15. Pressure upon liquids is transmitted equally in every direction.

Procure a small pill bottle and a large bottle, with mouth wide enough to admit the pill bottle. Fill large bottle *full* of water. Put enough water into the pill bottle so that it will barely float when inverted. It is better to try this in a pan until the right amount is found. Transfer small bottle quickly to the large one. Press with palm of the hand on the water in large bottle. Water will be forced into the small bottle, making it heavier, and it will sink. A cork may be used instead of the hand; or, better still, a piece of sheet-rubber may be tied over the mouth of the bottle as in Fig. 10, and the pressure applied to that.



FIG. 10.

Why does water enter the small bottle when pressure is applied? Why does the bottle rise when pressure is removed. This experiment helps us to understand that *pressure applied to one part of a liquid in a closed vessel is communicated with equal force to every other equal area.*

Get a "Squirt-gun," and explain its action.

EXPERIMENT 16. This same truth is illustrated by the hydrostatic press.

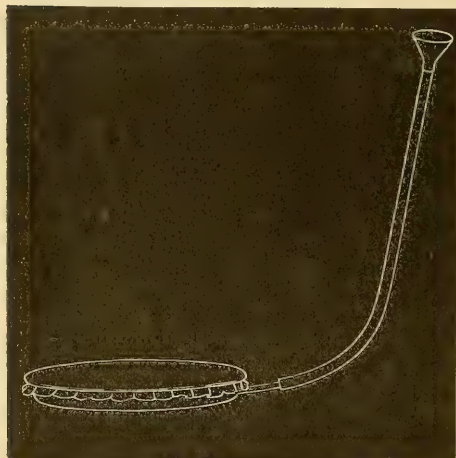


FIG. 11.

Procure a shallow tin pan six or eight inches in diameter. Have the tinsmith put a one-fourth inch tin tube, two inches long, into one side; also have a wire soldered around the pan one-fourth inch from the top, to keep the string from slipping down.

Get from the dentist a piece of sheet-rubber for twenty cents, twelve inches square,

or large enough to tie tightly over the top of the pan. Fit rubber tube with funnel used in experiment 5 to tin tube. Fill the pan with water. Place a heavy book on the rubber and pour more water into the funnel. The downward pressure at the bottom of the tube is felt on every other area of the same size in the pan.

Make experiment 8 help pupils understand that where the vertical depth is the same the pressure at the bottom will be the same.



FIG. 12.

If the bottoms of the vessels in Fig. 11 are equal in area and the depths the same, the pressure on the bottom will be the same in every case,

though in no two cases will the weight of water be the same.

Numerous problems may be derived from this subject. They may be given to the arithmetic class in connection with the science work. Correct explanations should be as rigidly insisted upon as correct results. The following examples are typical. Teachers can easily make others. Pupils will often furnish excellent problems if asked to do so.

1. What will be the pressure on the bottom of a cistern four feet deep and five feet square?

[Note — One cubic foot of water weighs $62\frac{1}{2}$ pounds.]

Pressure over one square foot at depth of 4 feet = $4 \times 62\frac{1}{2}$;
over 25 feet = $25 \times 4 \times 62\frac{1}{2}$.]

2. The bottom of a flat-bottomed boat is six feet below the surface. What will be the upward pressure on each square foot? (Upward side and downward pressures are equal at any one point.) Downward pressure at depth of 6 feet = $6 \times 62\frac{1}{2}$; upward pressure same.

3. What would be the pressure on a dam 25 feet long, 8 feet high? Think of a strip one foot wide from top to bottom. Pressure at top = 0; at bottom = $8 \times 62\frac{1}{2}$; average pressure on each square foot $8 \times 62\frac{1}{2} \div 2$; total pressure $8 (8 \times 62\frac{1}{2} \div 2)$. Pressure on 25 such strips = $25 \times 8 (8 \times 62\frac{1}{2} \div 2)$.

4. A lake on high ground supplies a city with water. A pipe one-half inch in area supplies a fountain. If the water in the lake is 60 feet higher than the fountain, what will be the pressure at the end of the pipe? $62\frac{1}{2} \times 60$ = pressure over one foot; over one-half inch the pressure would be $\frac{1}{288}$ as great.

Study carefully experiments 11 and 12. Procure steelyard or spring-balance.

5. Weigh a flat-iron in the air. Submerge the iron in a pail of water and see how much less it weighs. How many times heavier is iron than water? If iron weighs 49 ounces in air and 42 ounces in water, the difference, 7 ounces, will be the weight of the water displaced; *i. e.*, equal volumes of iron and water weigh respectively 49 and 7; so the iron is seven times heavier.

6. Repeat with a large lump of coal, a piece of granite, lead pipe, a brick, or a stone.

7. When 6 has been worked, find how much a cubic yard of granite would weigh; how much space a solid ton of coal would occupy, etc., etc.

GASES.

Air is the commonest example of a gas. In liquids the molecules are free to slide over one another. In a gas the molecules are much farther apart, and they are constantly trying to get still farther apart.

EXPERIMENT 17. Air occupies space.

a. Fit the tin funnel into one hole of the large rubber cork, and stop the other hole. Fit the cork tightly into a bottle and attempt to pour in water.

b. Put a tumbler, mouth down, into a pan of water. The water rises but a very little inside the tumbler. Air may be compressed, and it is slightly in this case.

b. illustrates how men are enable to lay the foundations for piers under water. Weighted boxes, like the tumbler, are lowered into the water. Air is forced in to keep the water out, so that men can work on the bottom. See "Caisson" in the Encyclopedia.



FIG. 13.

EXPERIMENT 18. Air is compressible.

See experiments 15 and 17. Another way of showing this truth is as follows: Make a jet on the end of a piece of tubing. Pass through the small rubber cork and fit tightly into a bottle in which is a little water, as in Fig. 13. Blow air from the lungs into the bottle through the tube, thus putting more air into the bottle than was there before. As soon as the mouth is removed the air in the bottle will expand and force out as much water as there was air forced in.

Get an air-gun and show the principle on which it works.

EXPERIMENT 19. A given amount of matter occupies more space when in a gaseous than in a solid or liquid state.

Put a piece of ice in a test tube and heat gently. The ice changes to a liquid and then to a gas. It is evident from the amount of steam made that steam occupies much more space than an equal weight of water. A cubic inch of water makes a cubic foot of steam.

Gunpowder, when heat is applied, suddenly changes from a solid to a gas occupying about 300 times as much space. This gas pushes the bullet out of the gun.

EXPERIMENT 20. Air exerts a downward, lateral, and upward pressure.

Take the apparatus used in experiment 16. Remove the funnel and breathe the air out of the pan. The downward pressure of the air will press the rubber down. Hold the pan in a vertical and in an inverted position.

EXPERIMENT 21. Sucking is explained by pressure of the air.

a. Put one end of a glass tube in water and breathe the air out of the tube. The air pressing down on the water outside forces the water up the tube.

b. Fill a bottle full of water and arrange as in Fig. 13. If the stopper fits as it should no water can be drawn up the tube. Why?

These experiments explain what is commonly called suction, and show that there is no "force of suction." What is commonly attributed to that force is due to air pressure.

EXPERIMENT 22. Another illustration of upward pressure of air.

Fill a bottle with water. Over its mouth hold a piece of writing paper and invert the bottle. The pressure of the air will keep the water in the bottle.

EXPERIMENT 23. Other illustrations of air pressure.

Put one end of a glass-tube ten inches long into a bottle of water. Close the other end with the finger and remove the tube. Water is held in the tube by air pressure. When the finger is taken off and the downward pressure restored, gravitation will cause the water to run out. Explain the method of collecting gases in chemistry.

Explain the action of the medicine dropper.

EXPERIMENT 24.

Fit the large rubber cork (page 3) to a bottle full of water. Place the finger over one hole and invert the bottle. No water will run out. Remove the finger and air will enter at one hole and water will run out from the other hole.

These experiments should make it clear :

1. Why, in pouring oil from a lamp-filler, it is often necessary to remove the cover of the can.
2. Why a hole must be made in the top of a cask before a liquid can be drawn from a hole in the bottom.
3. Why a liquid poured from a narrow-necked bottle issues in spurts.

EXPERIMENT 25. Drinking dishes, student's lamp, etc.

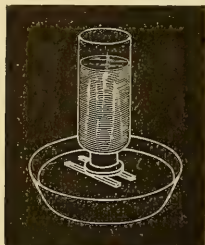


FIG. 14.

Fill a wide-mouthed bottle with water; cover with a saucer and invert. Place two pieces of wood one-fourth inch square under the mouth of the bottle. Some of the water will run out into the saucer. Dip out some of the water and more will take its place from the bottle. Continue till all the water is used. This explains how student's lamps are supplied with oil; also the principle of certain drinking dishes for dogs, etc.



FIG. 15.

EXPERIMENT 26. The action of the lifting pump depends upon air pressure.

Fit the large rubber cork to the small end of a student lamp chimney. Stop one hole, and in the other insert a glass tube six inches long, not allowing the tube to extend above the upper side of the cork. Cover this end of the tube with a thin piece of leather or sheet-rubber for a valve, fastening it to the cork with a tack.

Get a piece of clear pine one and one-fourth inches square and ten inches long, and make a piston as in Fig. 14.

Bore a hole through the piston and cover the upper side with a valve similar to that in the cork. Cut a groove around the piston and wind it full of cotton string, so as to make it fit tightly. It may be necessary to pour water into the top of the chimney when about to use the pump.

See Arnott's Physics, p. 254.

The pressure of the air is great enough to hold up a column of water about 34 feet high. Mercury is $13\frac{1}{2}$ times heavier than water, therefore a column of mercury 30 inches high would be equal to a column of water $33\frac{3}{4}$ feet high.

EXPERIMENT 27. The barometer measures the pressure of the air.

Read the account of the experiments of Torricelli and Pascal as given in Buckley's History of Natural Science.

A very good barometer can be made at a slight expense, as follows :

The druggist can get you a glass tube 36 inches long. Melt one end so as to close it perfectly. Fill this tube with mercury, and, placing the finger over the open end, invert quickly in a dish of mercury, not removing the finger until the mouth of the tube is below the surface of the liquid. The column will sink to about 29 or 30 inches.

A stand may be devised for it, and changes in the pressure of the air noted. When the air is heavy the column is high, and when lighter it is low. If the mercury cannot be obtained, the principle of the barometer may be illustrated by using water.

EXPERIMENT 28. The siphon depends upon air pressure.

By the siphon water may be drawn from a higher to a lower level over any intervening height not exceeding 33 feet. Fill the rubber tube with water, and close both ends by pinching. Put one end into a bottle of water and see that the other end is lower than the surface of the water in the bottle. Next put the free end into another bottle and notice how long the water will continue to flow from one to the other. Make any other experiments which suggest themselves, and find out all possible about the siphon.

If two vessels were connected by a pipe at the bottom, the explanation would not be difficult why water would flow from one vessel to the other. The explanation is similar in the case of the siphon, it only being necessary to keep in mind the fact that the siphon is kept full of water by the pressure of the air. For uses of the siphon see Arnott's Physics, pp. 255-257.

EXPERIMENT 29. The sucker.

Cut a circular piece of thin sole-leather three inches in diameter. Put a string through the center, and tie a knot so that it will not pull through. Soak the leather thoroughly. Press the leather against some smooth object like the blackboard, and notice the difficulty with which it is pulled away.

The leather around the string is pulled away from the board, leaving a vacuum underneath.

This experiment explains why one's rubbers often stick in the mud, and how insects are enabled to walk on walls and ceilings.

HEAT.

Note.—Improve every opportunity to impress the fact that force is as indestructible as matter. It is impossible to create or to destroy either. The following are a few obvious illustrations of what is meant.

The ship is moved and the windmill is turned by the wind. Wind is caused by the expansion of air, which in turn is caused by heat received originally from the sun.

The stream transports sediment or turns the mill. The stream owes its origin to rain and rain to the cooling of vapor brought with the winds from regions where the sun's heat is sufficient to change quantities of water into vapor.

Ages ago the sun's rays separated carbon dioxide into its elements—carbon and oxygen. The carbon was stored up in the earth. We can cause this carbon to unite again with oxygen and get again the same quantity of heat once used to separate them. We can use this heat in the steam engine to transport merchandise or to move machinery.

In the same way a ton of hay represents a certain amount of solar energy. We may use it as fuel to run a steam engine or we may feed it to a horse and get work from him. If this work be used in overcoming friction, heat may be again produced.

Muscular work and brainwork alike are possible only as food—which is a kind of fuel—is capable of oxidation in our bodies.

Many experiments have led men to think that heat is simply *motion of molecules*. When we heat a substance we merely cause its molecules to move more rapidly than before.

Effects of Heat.

EXPERIMENT 30. Heat causes solids to expand.

Take a cheap yard-stick, and one-fourth of an inch from one end make a hole with an awl. Through this put a piece of common iron or copper wire four or five feet long, which has been

straightened by stretching, and fasten it securely by twisting it on itself. Fasten the stick to some of the woodwork of the room by a round brad driven through it half an inch from the wire. Work the stick back and forth a few times until it will move easily. Fasten the lower end of the wire securely to a nail so that the stick shall be horizontal. Hold a lighted match



FIG. 16.

beside the wire, moving it up and down. The heat will make the wire become longer, and the end of the stick will drop several inches. On cooling, the wire shortens and pulls the stick into position again.

The pendulum of a clock would swing more slowly in summer than in winter, unless some means were taken to keep its length the same through the year.

1. Have the children examine clocks to see how this is done.
2. Show why spaces are left between the ends of rails of a railroad.
3. Water, steam, and gas pipes have to be laid in such a way as to allow them to lengthen and shorten.
4. Tires of wheels are put on hot, so that when cold they may firmly clasp the wheel.
5. Swelling of doors in the summer is *not* due to heat but to moisture.
6. Breaking of lamp chimneys and tumblers is often due to the sudden heating or cooling of one part. This may be well illustrated as follows :

EXPERIMENT 31.

a. By means of pincers hold a piece of window glass two or three inches square in a flame so as to heat the center strongly. In a few minutes the glass will break into several pieces. Why?

b. Heat another similar piece slowly and uniformly, so as not to break it. When quite hot, put a drop of water on it. Why are so many small cracks formed?

EXPERIMENT 32. Liquids expand when heated.

Fill a test tube nearly full of water, and mark the height of the water by tying a thread around the tube. Put the tube in the

holder described on page 3, and heat gently. Notice the increase in volume.

Children may perform this experiment at home by filling a tin cup full and setting it on the stove. The water will run over long before boiling point is reached.

Examine a thermometer. Put the fingers on the bulb and notice that the mercury rises. Compare this with the last experiment. The principle is the same in both. What do the marks 32° and 212° mean? Could anything besides mercury be used? See Arnott's Physics, pp. 498 et seq.

EXPERIMENT 33. Air expands when heated.

Fill the hole in the small rubber cork with a piece of tubing closed at one end. Wet the stopper so as to make it fit tightly, and press it gently into a dry test tube. Hold the tube in the flame a moment or two. The stopper will be thrown out with some force. The air in the tube expanded and pushed the stopper out.

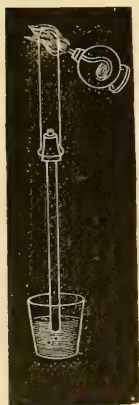


FIG. 17.

EXPERIMENT 34. Another way of proving that air expands when heated.

Into the mouth of the test tube fit a stopper through which passes a long glass tube. Place the end of the tubing under water, and heat the test tube gently. The air will pass out of the tube in bubbles. On cooling, water will enter the tube and take the place of the air driven out. Why?

Can this be used as a thermometer?

EXPERIMENT 35. Water becomes heated by the rising of the heated parts.

Put a pinch of sawdust into the test tube and nearly fill with water. Heat the bottom of the tube and by watching the sawdust study the currents of water.

When heat is applied to the bottom of a dish of water or any liquid, the liquid increases in volume but not in weight, and so it becomes lighter, bulk for bulk, than before.

What always happens when a substance lighter than water is put at the bottom of a vessel of water? The warm water is lighter than the cold and is pushed up by the pressure of the water around it.

(Review very carefully the buoyant force of liquids, and show how heat and gravitation are the forces causing the circulation.)

EXPERIMENT 36. Air becomes heated by the rising of the heated parts.

Make a paper windmill by cutting a three-and-a-half-inch square of paper from the corners nearly to the center, and fasten to a pointed stick by a pin passed through the center holding down every other corner. See that it turns very easily. Hold this mill over a lamp at different heights. It turns, and thus shows that there is a strong current upward. Study carefully all the air currents caused by the heat from the lamp.

1. Upward current over the lamp.
2. Currents at the ceiling moving away in all directions from over the lamp.
3. Downward currents around the sides of the room.
4. Currents moving toward the bottom of the lamp from all directions to push the warm air up.

Thorough study of circulation of air in the room will give clear ideas about winds.

1. Study the currents around a bonfire. The sparks show the course of the upward current.
2. Air is but slightly heated by the Sun's rays. The Sun heats the earth, and the earth warms the air.

With this in mind, study land and sea-breezes.

3. Show how the air at the equator is heated. What becomes of the heated air? The wind is upward at the Zone of Calms. Why? The trades may easily be explained in this connection.

Note. Geikie's Elementary Lessons in Physical Geography will be invaluable to every teacher who does this work.

4. Currents of air in a room, around doors and windows, may be detected and studied by means of a lighted candle.

5. Chimneys keep the warm upward current from spreading; and it gains velocity in ascending just as a ball gains velocity in falling. Consequently, more air presses through the fire in the stove. Consider the use of very tall factory chimneys, lamp chimneys, etc.

6. Study the circulation of air in a room heated by a stove or radiator.

7. Why is most of the heat of an open fire wasted?

8. Make use of the principle given above to explain circulation of water in the ocean, Gulf stream, etc.

9. When liquids cool at the surface, the cooled portion contracts and sinks.

10. Water is a poor conductor of heat, and if kept from circulating, as it is by the solid part of a pudding, it cools very slowly. Hence the time required to heat or cool puddings.

11. Some liquids, like molasses, are apt to burn when heated over hot stoves, because the heated part cannot be pushed out of the way by the cooler part before being heated too much.

Change of State by Heat.

EXPERIMENT 37. A great amount of heat is needed to change a solid to a liquid.

Cover a thermometer with ice or snow. Notice that the thermometer remains at 32° until all the ice has melted. Experiments very carefully made show that the temperature of ice just before melting and of the water just after are the same, regardless of the heat applied to melt the ice. When all the ice has been melted, the heat then raises the temperature of the water.

Study carefully and explain —

1. Why ice is put in the ice-pitcher in summer. (Air heats the water, and the water gives up its heat to melt the ice.)

2. Why ice is used in the refrigerator.

3. Why days in March are not so warm as days in September.

4. Why the snow does not all melt on the first warm days of spring.

5. Why the wax in the candle melts so slowly.

EXPERIMENT 38. A great amount of heat is required to change a liquid to a gas.

Apply heat to a dipper of water. Test with a thermometer. The temperature cannot be raised above 212° . The water is slowly changed to a gas by the heat. Notice that it takes a long time for all the water to boil away.

Simply to convert a pound of water into vapor a quantity of heat would be required sufficient to raise 5 lbs. of cast-iron to its melting point. On the other hand, when a pound of vapor condenses the same quantity of heat is given out.

The principle stated above must be used to explain —

1. Why it takes so long for water to boil away.
2. Why sprinkling the floor cools a room.
3. Why perspiration is useful in keeping the body cool. (The body furnishes the heat to change the water to a gas. Water does not evaporate readily on muggy days, as the air then holds nearly all the vapor it can, hence we suffer most from heat on such days.)
4. Why wet feet and damp clothing are likely to cause colds. (They take so much heat from the body as to chill it.)
5. Why it is cooler after a shower.
6. Why water will boil sooner if covered. (Evaporation is prevented.)
7. Why it is not economical to burn wet or green wood.
8. How ice is made artificially. (In ice machines some liquid, as ammonia, is evaporated rapidly, and heat is taken from the water to cause the evaporation.)

EXPERIMENT 39. When a gas changes to a liquid as much heat is given up as was required to change the liquid to a gas.

Fill a test tube half full of water and arrange as in Fig. 18. Put half an inch of water in the pan and support so that the steam from the test tube will strike its bottom. The steam is changed to water, which falls in drops. Notice that the water in the pan grows warm. This explains —

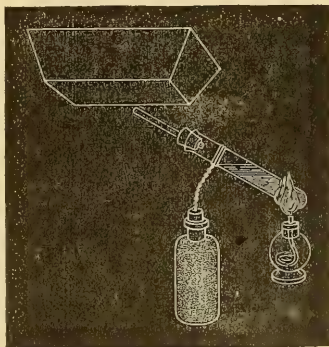


FIG. 18.

1. Why the cover of a dish of hot soup becomes heated.
2. Steam heating. Heat from the fire changes water to steam. Steam is carried in pipes to radiators; there it changes to water again and gives out as much heat as was used in changing the water to steam.
3. Why vapor brought in the air from the equator may, by condensing in northern countries, modify their climate. Apply to northwestern Europe and America.

Tell the pupils about Dr. Black's experiments on heat, and his explanation of "latent" heat. See Buckley's History of Natural Science.

EXPERIMENT 40. Warm air can contain more water vapor than cold air.

Fill a test tube partly full of water. Put in cork with a short glass tube as in the last experiment. Boil the water. Notice that the steam as it comes from the tube is invisible. This is a gas or water vapor. A little way from the tube it is cooled and is changed to water. The water is in the form of very minute particles, and may be called "water dust." Hold a lamp or candle under where the water dust is, and it is rendered invisible again. This shows that *warm air can contain more water vapor than cold air*. This explains —

1. Why the breath can be seen on frosty mornings.
2. Why there is often a fog over meadows in early morning. (The air from the hillsides, becoming cool, settles in the valleys. If cooled enough, it has to deposit some of its vapor as water dust.)
3. Why clouds often disappear after sunset. (They gradually settle [see experiment 4] from the cool upper air to the warmer air below, where the water dust is again evaporated.)
4. Why moisture collects on an ice-pitcher in summer.
5. Why clouds are formed when warm, moist air is pushed upward in the daytime into regions where it cools rapidly. Get the children to watch the clouds form and melt away. Clouds are masses of water dust. These particles coming together make drops which fall rapidly as rain. Fog, light and heavy mists, and rain present the different steps in rain formation.

Boiling of Water.

EXPERIMENT 41. Water cannot be heated higher than the boiling point; but the boiling point may be changed by changing the pressure.

Fill a test tube half full of water and apply heat. While boiling vigorously insert tightly the small rubber cork the hole in which has been stopped. The water ceases boiling. Pour cold water on the test tube and boiling commences again. This may be continued until the water in the test tube is quite cool. The cold water condenses the steam in the test tube, and by removing the pressure enables the water to boil at a lower temperature.

Water boils at a point below 212° on mountain tops, and at a higher point in steam-boilers, where the steam presses on the water.

Communication of Heat.

EXPERIMENT 42. Good and poor conductors of heat.

Hold an iron wire six inches long in the lamp flame and notice how soon the end in the hand becomes hot. The flame causes the molecules of iron to move more rapidly, and these give up their motion to the next layer, and so on. Try copper, glass tube, a match, etc., and let pupils decide which are good and which are poor conductors of heat.

EXPERIMENT 43. Water is a poor conductor of heat.

Fill a test tube nearly full of water and heat only the upper part as shown in Fig. 19. The upper part will boil before the lower part becomes perceptibly warm.

How is water generally heated?
See experiment 35.

Liquids are, as a rule, poor conductors of heat.

Air and gases generally are very poor conductors, hence the advantages of double windows, porous, loose-fitting clothing, etc.

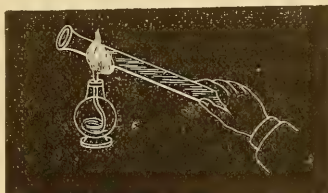


FIG. 19.

EXPERIMENT 44. Good conductors of heat feel colder than poor conductors.

Take a thermometer and remove the glass stem with the back to which it is attached from the tin case. Place it so the bulb will come in contact with whatever it is placed upon. Test the temperature of woolen cloth, a piece of iron, a glass of water, etc. If the articles tested have been in the room for some time, they will all show the same temperature as the air. Some of the articles *feel* colder than others, because they conduct heat away from the body faster.

See Arnott's Physics for list of good and poor conductors, and explain —

1. Why fire pokers, etc., have wooden handles.
2. Why woolen clothing is warmer than cotton and linen.
3. Why moist air has such a chilly feeling. (Moist air is a better conductor than dry air.)
4. Why sawdust, flannel, or paper, are used to pack ice in.
5. Why water may be heated sooner in a tin than in an earthen vessel.
6. Why a bit of iron will, on a frosty morning, stick to the tongue more readily than wood.

Effect of Vapor on Climate.

Heat comes to us from the sun in rays similar to rays of light. All bodies give out heat rays even when light rays are absent. Some substances are transparent to heat and light rays from the sun, while not transparent to heat rays from non-luminous bodies. Water vapor and glass are examples. This explains how hot-beds are heat-traps. Heat from the sun may go through the glass and warm the earth, but the heat rays from the earth cannot get back through the glass.

Vapor in the air is like the glass. It allows heat to come to us from the sun, but in a measure prevents its return.

When vapor is wanting in the air the earth receives more heat from the sun but it radiates its heat into space more rapidly.

This explains —

1. Why the nights are so cold and the days so warm in dry deserts, like Sahara.

2. Why the temperature on mountain tops is so cold when the sun does not shine, and so warm when it does.

Tyndall says: "The removal for a single summer night of the aqueous vapor from the atmosphere which covers England would be attended by the destruction of every plant which a freezing temperature could kill."

EXPERIMENT 45. Dew.

Let the pupils at home get two pieces of board and put blocks or stones under the ends so as to raise them a little from the ground. Put one board under the open sky, one under a tree or porch. Examine them early every morning for a week or so. Compare the amount of dew on the upper and under side of each board.

Make notes of the weather every night whether cloudy, clear, windy, or still; and at the end of the week study the record.

The explanation of dew formation will be an easy matter after this. For explanation, see Arnott's Physics, pages 436-438.

Pupils should observe on what substances most dew collects.

Sources of Heat.

EXPERIMENT 46. Since heat is the motion of molecules, anything which will cause molecules to move more rapidly will produce heat.

Pound a nail with a hammer. The shock given to the iron causes its molecules to vibrate more rapidly, and the nail grows warm.

Rubbing two bodies together may produce the same effect.

Rub a button briskly on the coat sleeve.

Rub the hands together.

Scratch a match. Read how savages produce fire.

Tell the pupils about the famous experiments of Count Rumford and Sir H. Davy. (See Buckley's History of Natural Science.)

Chemical change is the rushing together or the separation of different kinds of atoms. Chemical change of the first kind always produces heat. For example:

When sulphuric acid is poured into water.

When lime is put in water.

When oxygen unites with carbon of coal, wood, gas, etc., heat is always produced.

EXPERIMENT 47. Principle of Steam Engines.

Put a little water in a test tube ; and after making it boil so that steam comes off well, put in the rubber stopper, the hole of which has been stopped. Do not press it in very hard. Apply heat again. Steam occupies about 1,800 times as much space as water ; and when made in the test tube, it pushes the stopper out.

In this way steam is made in the boiler ; and when conducted to the cylinder, it pushes the piston back and forth.

Study the account of Newcomen's engine, and then of Watts' engine as given in Buckley's History of Natural Science.

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LESSONS IN CHEMISTRY FOR COMMON SCHOOLS.

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NOTE..

THERE is a growing demand for Science Teaching in Common Schools.

The questions what to teach and how to teach it are important ones. This pamphlet is an attempt to answer in a measure these questions. It answers the first by presenting those truths which are important from whatever point they are considered. The second it answers by pointing out how these truths may be impressed by simple experiments.

It is believed that the teacher who conscientiously employs a short time every day in work of this kind will be a more useful teacher and that among the pupils an increased interest in school work will more than compensate for the time so used.

TO TEACHERS.

1. Every pupil must see every part of every experiment. Whenever it is possible encourage the pupils to perform the experiments at home.

2. Pupils cannot think clearly about what they have only half seen.

3. Do not expect pupils to know what they have had no opportunity to learn, nor will pupils observe and understand in a moment what it has taken the brightest minds years to find out.

4. It may be necessary to perform an experiment more than once.

5. If pupils are required to reproduce these lessons in writing see that they have first had every opportunity to become familiar with the facts. Encourage accurate statement and the use of short sentences.

6. Train pupils to note causes and effects, and to distinguish between what is seen and what is inferred.

7. Prepare every lesson carefully. Know what you wish to teach and never attempt an experiment before the class without having first tried it alone.

8. The following books will be found useful. They ought to be obtained through any bookseller for the prices quoted:

Buckley's History of Natural Science (507 pp.), D. Appleton & Co., . \$1.60

Cooley's New Chemistry (291 pp.), American Book Co.,90

APPARATUS.

FOR the experiments in chemistry the following material will be needed. Much of it will be of use in physics.

At the tinsmith's get:

1 bread tin, $3\frac{1}{2}$ inches deep.

1 half-pint tin cup; have the handle taken off and an inch hole made in the bottom, also a half-inch hole in one side.

$\frac{1}{4}$ lb. of zinc, cut into inch squares.

Ask some machinist for some iron filings.

The druggist will obtain for you:

4 six-ounce wide-mouth bottles, five cents each.

1 six-inch test tube (it is better to have several).

1 four-inch test tube.

1 thistle tube.

2 pieces of $\frac{1}{4}$ -in. No. 3 glass tubing, about 18 inches long.

1 piece of tubing $\frac{1}{4}$ in. inside, 10 inches long.

1 rubber cork, $1\frac{1}{8}$ inch in diameter at small end, with two holes.

1 rubber cork, $\frac{1}{2}$ inch at small end, one hole.

18 inches of rubber tubing, 3-16 inch inside diameter.

1 four-ounce spirit lamp.

4 ounces alcohol.

4 ounces hydrochloric acid.

2 ounces potassium chlorate.

2 ounces manganese dioxide.

Lump of chalk and bit of brimstone.

The glazier will give half a dozen 2-inch squares of glass for a few cents.

One three-cornered file costs 8 cents.

Other material, as lime, soda, charcoal, etc., can be easily obtained.

The entire cost for everything necessary to perform all the experiments in the lessons in chemistry ought not to exceed \$2.00.

HINTS ON APPARATUS.

Collecting Gases. Place the tin cup (page 3) bottom up in the pan and let the water stand half an inch over it. Fill the bottles *full* from the pan. Lay two on their sides in the pan and place the third mouth down over the hole in the cup. See that the bottle in which gas is to be collected is full of water. Put the end of the rubber delivery tube through the hole in the side of the cup. When full of gas slip a glass cover over the mouth of the bottle and remove the bottle quickly. See Fig. 2.

Holder for Test Tube. A very serviceable test-tube holder may be made as follows: Fill an ordinary 6 to 8 ounce bottle with water or sand to render it more stable. Fit to it a common cork. Take a piece of ordinary iron stove wire twenty inches long, and make two turns around the large test tube, leaving the ends of the wire of equal length. Twist these ends together. Pierce the cork with an awl and insert the twisted end. The test tube can be easily removed from the loop and the holder can be instantly adjusted to any position. It requires about five minutes to make this useful piece after the materials have been obtained. See Fig. 2.

To Break Glass Tubing. Make a scratch with a file where the break is to be made. Place the thumbs opposite the scratch and press quickly outward.

To Make a Jet. Hold a piece of tubing in the lamp flame. Turn the tube slowly, moving it a very little from side to side. When the glass has softened pull the two ends apart. Break off the small end so as to leave an opening as large as a small needle. In case the hole so made should be too large it may be made smaller by holding in the flame for an instant.



FIG. 1.

To Make Lime Water. Put a lump of lime as large as a hen's egg in a quart of water. After a few hours stir it. Next day pour off the clear liquid and bottle it for future use.

AIR.

EXPERIMENT 1. Air is necessary to support ordinary burning.

Light a piece of candle and set an inverted bottle over it. The candle goes out. Repeat the experiment, using a larger bottle. The candle burns longer than before. How long will it burn in the open air? What facts have been observed, and what inference may be drawn from them?

EXPERIMENT 2. Air is necessary to support rusting, and when iron rusts some of the air disappears.

Wet the inside of a wide-mouthed bottle. Put in a spoonful of iron-filings and shake well. The inside of the bottle should be well coated. Place the bottle mouth down, in a pan in which is half an inch of water. Leave it undisturbed till the next day. Place a glass cover under the mouth of the bottle before lifting it from the water. Remove the bottle quickly so as to lose none of the water in the bottle. What may be inferred from the facts? What proof is there that a part of the air has disappeared? Would the same thing happen if no iron were present? Try and see.

EXPERIMENT 3. Air consists of at least two unlike gases.

Remove the cover from the bottle just used and insert a lighted match. The flame is extinguished, showing that the gas is not common air. It is air from which something has been taken. The gas left will not support burning. The gas that has disappeared must have been the one which supported burning and rusting. Consider carefully the reasons for these statements.

The gas which will support burning has been named OXYGEN. The other has been named NITROGEN.

EXPERIMENT 4. About one-fifth of the air is oxygen and four-fifths nitrogen.

Pour the water from the bottle just used into another. Mark the height of the water with a scratch or with a piece of gummed

paper. Pour the water back into the first bottle and, using the second as a measuring-glass, find what part of the air was taken up by the iron.

Nitrogen may be easily prepared, as in Experiment 2, by removing the oxygen from the air. Pure oxygen can only be obtained by some more round-about method. If it could be easily done we might separate it from the iron in iron rust. It has been found that a white powder called potassium chlorate (used in the form of tablets for sore throat) contains a large amount of oxygen which may be readily separated by heating.

It is a law in chemistry that *heat favors chemical change*. This law should be recalled frequently.

To illustrate this chemical change, take five blocks of wood and mark one potassium, one chlorine, and the other three oxygen. Put these side by side. This represents a molecule of the powder. Heat breaks the molecule in two, the oxygen passes off as a gas, and the rest of the molecule remains in the tube.

EXPERIMENT 5. Preparation of oxygen.

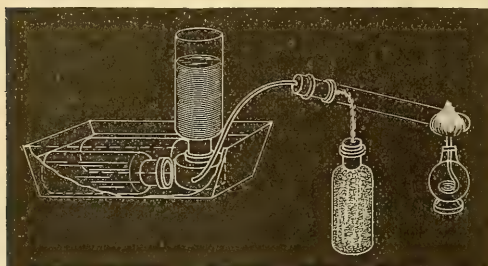


FIG. 2.

Put into the large test tube three-quarters of an inch of potassium chlorate with half as much manganese dioxide. (This last powder furnishes no oxygen, but it causes the chlorate to yield up its oxygen more readily.) Mix the powders well by shaking. Great care must be taken to keep the mixture free from bits of paper, wood, or dust. Connect the small rubber cork and the rubber tube by a glass tube three inches long. Arrange the apparatus as shown in Fig. 2. See page 4 on collecting gases. Heat the mixture carefully. Throw away the first bottleful of gas, then collect three bottles full, leaving half an inch of water in one of them for experiment 9.

CAUTION. Do not allow the gas to stop coming off while the end of the delivery tube is under water or water will rush up into the test tube and break it.

Notice carefully the appearance of oxygen. It looks like air.

EXPERIMENT 6. A match will burn in pure oxygen better than in air.

Remove the cover from one bottle of oxygen and insert a match on the end of which a glowing coal has been left. This may be repeated several times. Why was the coal left on the match? Law? How would wood burn if the air were pure oxygen?

EXPERIMENT 7. Charcoal glows brightly in oxygen but does not burn with a flame.

Fasten a piece of charcoal as large as a walnut to an iron wire. Pass one end of the wire through a cardboard cover. Ignite the charcoal well in the lamp flame and put in the second bottle as in Fig. 3. Notice that the charcoal decreases in size. Compare this decrease in size with that of coal and wood when they burn. The oxygen unites with the charcoal or carbon (explain what carbon means) forming a gas which does not differ in appearance from oxygen. This gas has been named carbon dioxide. Explain why. The charcoal seems to be partly consumed in the experiment. What becomes of it?



FIG. 3.

EXPERIMENT 8. Carbon dioxide can be distinguished from other gases because it will turn lime water milky.

Into the bottle just used pour a few spoonfuls of lime water and shake. Do the same with a bottle of air and compare.

EXPERIMENT 9. Steel can be made to burn in oxygen.

Heat a watch-spring (the jeweler will give you a broken one) in the lamp flame until every part of at least five inches has been made red. This is to straighten it. Pass the straightened end through a cardboard cover. Wind ten or twelve turns of thread close to the end of the spring. Melt a piece of brimstone on a tin and dip the wound end into it. See that the wound end does not extend far enough through the cover to touch the water. Ignite the sulphur and put the spring into the third bottle. The water is to prevent the bottle from breaking in case a melted globule should drop into it. What was the sulphur used for?

Law? Could iron be used for stoves if air were pure oxygen? What then seems to be the use of the nitrogen in the air?

Take the spring just used and pound gently with a hammer the black ball at the end and see how it compares with steel. This ball is iron oxide.

An **OXIDE** is a compound of oxygen and some other simple substance. A few common oxides are: Iron rust, composed of iron and oxygen; water, composed of hydrogen and oxygen; carbon dioxide, composed of carbon and oxygen; lime, composed of calcium and oxygen; sand, composed of silicon and oxygen.

While doing the work on oxygen read or have the pupils read in Buckley's History of Natural Science about Priestley's discovery of oxygen, and about Lavoisier's famous experiments on combustion. Tell them how people explained combustion before his time. Emphasize the great importance of these discoveries.

Show that when a substance is burned no matter is destroyed, but that it combines with oxygen and forms other substances.

Knowing the properties of oxygen and that rusting, decaying, and all ordinary burning are different forms of oxidation, have pupils think —

1. Why paint is used to coat wood and iron.
2. Why stoves are furnished with drafts and dampers.
3. Why the smith uses bellows.
4. Why lamps have small openings in the burner.
5. Why for many uses iron is coated with tin as in all our tinware. Why does a "tin" dish rust?
6. Why there is no air inside the little globes of incandescent electric lamps. (The little thread of carbon would burn when heated by the electric current.)
7. Why throwing a rug over a fire may extinguish it.
8. Why water is used for putting out fires.

FLAMES.

EXPERIMENT 10. The outside of a flame is hot, the inside cool.

Hold a match horizontally through the dark part of the candle flame for a moment. By the blackening of the wood tell where the flame is hottest. Test the upper part of the flame.

EXPERIMENT 11. Another way of showing the same truth.

Place a sheet of writing paper horizontally in the flame where the match was held. Remove as soon as a black ring appears. Take care not to kindle the paper.

EXPERIMENT 12. There is unburned gas inside the flame.

Hold the 10-inch tube vertically over the point of the flame. Gradually lower it until it is over the apex of the dark part. When white fumes issue from the top of the tube ignite. Several trials may be necessary before the tube can be held steadily enough.

The heat of the flame changes the wax into a liquid and the liquid to a gas. *Flame is gas burning.* Solids never burn with a flame, they only glow. See experiments 7, and 9.

EXPERIMENT 13. Oil changes to a gas before it unites with oxygen. It then burns with a flame.

Fill a cup half-full of kerosene. Put in a piece of cotton cloth for a wick as in Fig. 5. When the cloth has become saturated with oil ignite. Notice that this flame has a dark part. The flame may be extinguished by pushing the wick into the oil. Thrust a lighted match into the oil.

Cheap oils sometimes contain some liquid which very easily changes to a gas. It is dangerous to use naphtha and such liquids near a fire.

Have the pupils study the flames of a match, paper, etc.

EXPERIMENT 14. Water is formed in all common flames.

Invert a clean cold and dry bottle just above the candle flame, and notice that moisture collects on the sides of the bottle.

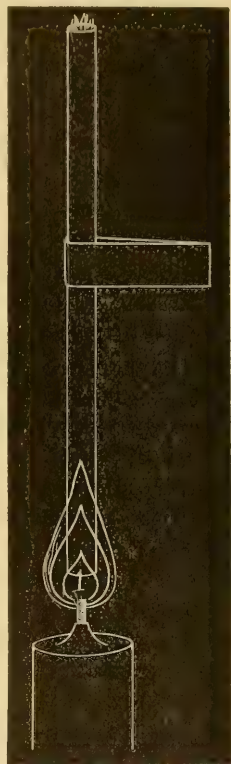


FIG. 4.



FIG. 5.

EXPERIMENT 15. Carbon dioxide is formed in all common flames.

Pour a little lime water into the bottle just used and shake. Compare with experiment 8.

EXPERIMENT 16. The light of the candle is due to particles of carbon heated very hot.

Hold a cold body (a piece of crayon) in the bright part of the candle flame. Soot or carbon will be deposited on the crayon. The flame is reddened because cooled, and smoke will pass off because cooled so much as to prevent it from burning.

Smoke is composed of fine particles of carbon which pass off from a flame unburned.

Why does a fire smoke most when first kindled? Account for the soot on the bottoms of kettles. Smoke eventually falls. Why?

HYDROGEN.

Hydrogen is a gas not different in appearance from air. It generally exists in combination with other substances. In order to better understand it in its compounds we must study it by itself.

Every acid contains hydrogen. Some metals have a stronger attraction for the part of the acid not hydrogen than the hydrogen does. In such a case the metal decomposes the acid and takes the place of the hydrogen which passes off.

To illustrate: A small boy and an apple might be united; a larger boy might have such an attraction for the apple as to separate the two and unite with the apple himself.

This suggests one way of obtaining hydrogen.

EXPERIMENT 17. How to prepare hydrogen.

Put half an inch of scraps of zinc into a bottle. Arrange cork, funnel tube and delivery tube as shown in figure 6. Pour in two inches of water, and add a few spoonfuls of sulphuric or hydrochloric acid. Pour in more acid as often as necessary to keep the gas coming off well. The thistle tube must extend into the liquid. Why? Pro-

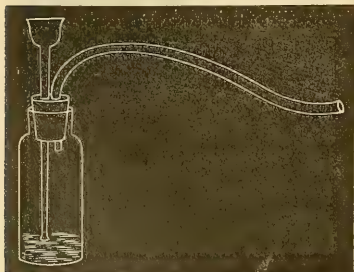


FIG. 6.

ceed as with oxygen. Throw away first two bottles of gas collected, then fill three bottles with the hydrogen.

EXPERIMENT 18. Hydrogen will burn in the air.

Remove cover from the first bottle and insert quickly a lighted match. Notice carefully how the gas burns.

Hydrogen burns with an almost colorless flame, and close attention will be necessary to see more than the first flash.

EXPERIMENT 19. A candle will not burn in hydrogen.

Stick a short piece of a candle on the end of a wire or stick and light it. Invert the second bottle of hydrogen, holding the cover on with the little finger. Drop the cover and insert the lighted candle. The candle ignites the hydrogen and then goes out. On slowly withdrawing the candle, it is lighted again. Several repetitions may be necessary for all to see why it does so.

By keeping oxygen away from the candle the hydrogen extinguishes the flame.



FIG. 7.

EXPERIMENT 20. Hydrogen is lighter than air, and may be poured upward.

Hold the third bottle of hydrogen the same as the second in preceding experiment. Hold an empty bottle mouth down beside it. Pour the hydrogen upward into the empty bottle. Test each with a lighted match. If the experiment has been properly made so far, there will be a slight explosion when the match is applied to the bottle into which the hydrogen was poured and not in the other. The explosion will be sharper than in experiment 18, because a little air has probably become mixed with the hydrogen.

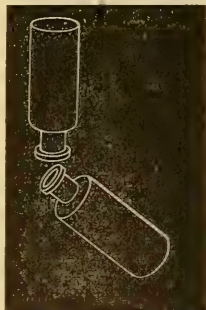


FIG. 8.

EXPERIMENT 21. Water is formed when hydrogen burns.

See that hydrogen is coming off briskly from generating bottle; or if this experiment be made on another day proceed as in experiment 17. In place of the thistle tube put a short tube, one

end of which has been completely closed by melting. In place of the delivery tube put a piece of tubing four inches long drawn down to a jet at one end.



FIG. 9.

Wrap the bottle and tube with a towel, and let it stand three minutes. The towel will prevent the glass from scattering in case of an accident. No danger need be feared with care. Clean and dry a bottle. Ignite the hydrogen issuing from the jet. Hold the bottle over the flame, and notice that moisture collects on the sides. When hydrogen unites with oxygen, hydrogen oxide, or water, is formed.

Hydrogen burns with a flame because it is a gas. The flame is very hot. Hold a piece of zinc in it by means of pincers, and notice that it readily melts. Very little light is given out because there is no solid matter in the flame.

How may oxygen, nitrogen, carbon dioxide, and hydrogen be distinguished from one another?

More about Flames.

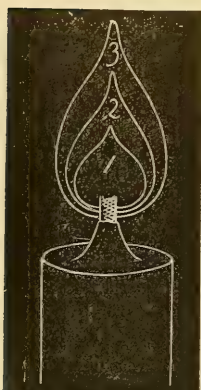


FIG. 10.

Have the pupils distinguish three parts in the candle flame.

(1) is unburned gas, proved in experiment 12. In (2) the gas is decomposed by the heat into carbon and hydrogen. Hydrogen kindles at a lower temperature than carbon; hence it burns first and heats the particles of carbon, so that they give out light. If the flame be cooled, this carbon passes off as smoke; otherwise, when it reaches (3) it unites with oxygen, forming carbon dioxide. *The light of the candle is due to particles of solid carbon heated so as to glow.*

Why does the alcohol flame give so little light? also the hydrogen flame?

FUELS AND FOODS.

Compare different kinds of fuel, as wood, coal, oil, etc.; also different kinds of foods, as sugar, bread, apple, etc. They appear to have few properties in common.

EXPERIMENT 22. All useful foods and most fuels consist of carbon united with some hydrogen and other substances.

Support a piece of tin over the flame of the lamp so as to keep it very hot. Put on the tin, separately, bits of wood, meal, sugar, apple, etc. These substances will be decomposed by the heat. Vapors will pass off, and charcoal or carbon will remain.

Coal, coke, diamond, graphite — used for lead-pencil and stove-polish — soot and smoke are all, more or less, pure forms of carbon. All are called carbon, because they will all unite with oxygen to form the same gas — carbon dioxide.

Carbon is valuable as a fuel because it will readily unite with oxygen, and this chemical change produces a great deal of heat.

Law: When substances unite chemically heat is produced.

Have the pupils appreciate the advantages of carbon as a fuel. For example:

Carbon will not melt even in the hottest fires. The product of its combustion is a *gas* which passes up chimney. (Ashes are impurities which were in the coal.)

EXPERIMENT 23. Wood is composed of carbon and a gas which burns with a flame like that of the candle.

Fill the large test tube one-third full of the uncharred part of used matches, and heat over the lamp. When gases come off well ignite. Prove by experiment, as in 14 and 15, that water and carbon dioxide are produced in the flame. Examine the residue left in the tube. Notice also the yellowish liquid on the walls of the test tube. Tell the pupils how charcoal is made and how wood tar is obtained.

Tell the pupils how coal has been formed from ancient vegetation. Soft or bituminous coal has been subjected to less heat and pressure than hard or anthracite coal, and so it still contains more of the gases which were once a part of the wood.

The gas used for illuminating purposes is obtained by heating soft coal in iron vessels called retorts. The gas, after being purified, is forced through pipes laid in the streets to consumers.

Only those substances which will readily unite with oxygen are of any value as fuels.

Substances which are the product of combustion, as water, lime, carbon dioxide, sand, etc., cannot be made to burn.

Only those substances which can be dissolved by the digestive fluids, built up into tissues and finally unite with oxygen, are of value for food. Carbon is not soluble, and so has—when pure—no food value. Compounds of carbon, as meat, sugar, etc., are soluble. In this way carbon is supplied to the tissues.

CARBON DIOXIDE.

Review experiments 7 and 8. Carbon dioxide may be easily prepared in another way.

EXPERIMENT 24. Carbon dioxide may be prepared by decomposing chalk with an acid.

Use the same apparatus as for preparing hydrogen. In place of zinc use a dozen pieces of chalk (crayon is not chalk) as large as raisins, otherwise proceed as in experiment 17. Throw away one bottleful, then collect three bottlefuls. Test to see if this is the same gas as that in experiment 7.

EXPERIMENT 25. Carbon dioxide is heavier than air, and can be poured like water.

Pour the gas from one bottle, as water would be poured, to another, and then test each with a lighted match.

Tell about choke-damp in mines, and how this gas sometimes collects in old wells.

EXPERIMENT 26. We breathe out carbon dioxide.

Pour one-fourth of an inch of lime water into test tube, breathe through the lime water by means of glass tube.

We breathe to get oxygen into the blood and to get rid of carbon dioxide. The oxygen subsequently unites with carbon, forming carbon dioxide. Our bodies are kept warm by this chemical change. Law? Every movement and every thought is accompanied by chemical change. The teacher should emphasize strongly the necessity of pure air.

EXPERIMENT 27. Carbon dioxide will dissolve in water.

Take a small test tube whose mouth can be completely covered with thumb. Fill half full of carbon dioxide, leaving other half full of water, cover with thumb, remove, shake, and notice that the tube sticks to the thumb.

Why does the test tube cling to the thumb? Water in which carbon dioxide is dissolved is called *carbonic acid*.

Soda water is water in which a great deal of carbon dioxide is dissolved. The gas is made to dissolve under pressure, so when soda is drawn some of the gas escapes into the air.

Limestone, marble, shells, coral, and chalk are all the same, chemically. When any of these is strongly heated, carbon dioxide is driven off and lime is left.

Tell how lime is made from limestone.

Lime is composed of a metal (calcium) and oxygen. Its chemical name is calcium oxide. Why will lime not burn?

Chalk = lime + carbon dioxide.

EXPERIMENT 28. A little carbon dioxide turns limewater milky; more, renders it clear again.

Into the third bottle pour one-fourth of an inch of lime water, cover, shake, notice it becomes milky; continue shaking until it clears.

When carbon dioxide is shaken with lime water, the lime and carbon dioxide unite to form chalk. Chalk is not soluble in water, hence the milky appearance of the water. If left awhile the chalk will settle as a sediment. After the carbon dioxide has united with all the lime, any excess of the gas dissolves in the water, forming carbonic acid.

Chalk *is* soluble in carbonic acid. This is important, as it explains how caves are formed.

Rain falling through the air and soaking through the ground dissolves carbon dioxide and becomes weak carbonic acid. If this water chances to flow through a limestone country, it will dissolve some of the limestone and carry it away to the ocean where it is used by coral polyps, clams, oysters, etc., in making their shells.

When a large quantity of limestone is dissolved in one place a cave may be formed. Caves abound only in limestone regions.

Emphasize as frequently as opportunity presents itself the fact that no matter can be destroyed and none can be created by any chemical change.

The teacher should explain how the carbon dioxide given off from fires, the breath, etc., is the food of plants; how they, under the influence of the sun, decompose the gas, setting free the oxy-

gen but retaining the carbon. Plants get all their carbon in this way.

EXPERIMENT 29. Carbon dioxide is a product of fermentation. This principle is made use of in bread-making.

Mix one part molasses and ten parts water. Fill a bottle half full of the mixture, and add a few crumbs of a yeast cake. Cover with a saucer, and set in a warm place. Leave for twenty-four hours. Test gas in top of bottle with a lighted match. Notice bubbles in liquid, odor, etc. Set away and notice odor at the end of two or three days.

Yeast is a microscopic plant. When put into the mixture it grows, and in so doing decomposes the sugar into alcohol and carbon dioxide; the latter rises in bubbles, and at the end of twenty-four hours should extinguish a match. This illustrates the principle of brewing.

When yeast is added to dough the same change takes place. The carbon dioxide in trying to escape from the dough fills it with bubbles. Why is bread sometimes soggy in one part, and full of large holes in another? Why is bread ever sour? (If the chemical change is not stopped by heat at the proper time, the alcohol breaks up into water and acetic acid or vinegar.)

EXPERIMENT 30. Carbon dioxide may be made from "cooking soda."

Put a spoonful of cooking soda in a glass and pour on a little vinegar. Test the gas with a lighted match.

Acids decompose cooking soda, setting free carbon dioxide. This explains the use of soda or saleratus and sour milk in cooking. Cream of tartar is acid, and is often used for the same purpose.

In connection with the study of carbon dioxide read in Buckley's History the account of Black's discovery of "fixed air."

THE HEALTH OF OUR SCHOOLS—PRESIDENTIAL ADDRESS.

DELIVERED BEFORE THE CONNECTICUT STATE MEDICAL SOCIETY,
HARTFORD, CONN., MAY 23, 1891.

BY M. STORRS, M.D., PRESIDENT.

The health of the schools is a difficult matter to determine, as many conditional factors enter into the calculation. Probably no one if asked the question as to the actual sickness or physical or mental impairment in the schools of this State could give any answer approximative of the amount. And yet there are men who are well posted in health matters who can tell just how many have died in the State, and of what and where they died; the difference being that those to whom we refer have a plan and method of getting the information they desire through their regular system of reports, while those having charge of the schools have no systematic health inspection or supervision and hence scanty or imperfect records. If we consult the district or school register it gives the attendance and the non-attendance, but does not indicate in regard to the latter class whether they were absent from sickness or otherwise.

Parents know something about their children. They have occasion to speak of their ailments, of their pale appearance and languid condition, headaches, loss of sleep and appetite. But they have made no satisfactory investigation and know very little about the schoolhouse or the methods of study.

The board of school visitors, who have the supervision of the schools and, as local officers, come very near to the scholars, rarely make an inspection in the direction of health unless some epidemic is prevailing, nor do they make any special record or report of their inspection.

From the school board we go to the State board of education, the general headquarters of the schools. The items of interest

from every district are at last supposed to center here and are tabulated even to the planting of a tree, blanks having been sent out to be returned with all the specified details. Here may be the place to find the facts of disease if any exist. But in all the reports of the State board for the last twenty-five years we scarcely remember to have seen, with one or two exceptions, anything specially relating to the health of the schools. Great irregularity of attendance is reported from many of the towns and much deplored, but nothing to show how much of this non-attendance was due to ill health, though as a matter of fact sickness is known to have prevailed at the time to the extent of making the discontinuance of the school necessary.

We come at last to the boards of health, local and state. A valuable report is issued annually by the State board which the State might well afford to distribute largely among the people. It makes valuable suggestions to the towns. It formulates inquiries and in turn gets responses from physicians and others. It discusses sanitary subjects, investigates local and epidemic diseases. There is almost no end of good work that it is doing, but we fail to find that school hygiene or school sickness has ever been to any extent mentioned or scientifically considered. A model school-house has been described, typhoid fever in Yale some three years ago was investigated and reported. But no systematic and thorough study of the health of the schools has been carried out, though there has been a suggestion that such an attempt would be made at some future time. Our State board of health may share perhaps the feelings of the local boards that our schools are under the control and guidance of other men and other boards and that it would be an intrusion to invade their precincts.

Again in our search we turn to the code of school laws to find some sanitary or health enactment, but out of the three hundred sections of the school laws nothing pertaining to the health of the schools except the enactment which empowers the board of school visitors to compel vaccination. The State Constitution does not make any reference to the schools except to make provision for the school fund. Neither do the proceedings of this society, which is the general organized health custodian of our State, show that any discussion or investigation has been carried on in this line except in 1887 when President Comings, in his address on nervousness, gave some timely utterances on the effects of over-pressure from study.

So far our inquiries concerning the health of the schools have been futile. But the inference which might be drawn, viz.: that there is no sickness in the schools, to our mind is not so strong as the suggestion which arises that the schools require that a more thorough inspection should be made in sanitary and health matters, to see whether or not any sickness exists.

It is a principle followed in all economic, social, and civil interests to first investigate and to get the data and facts. It is as much or more the object of this address to show the necessity of this work as to bring before you the evidence of the amount of ill health.

In other countries and in other States some inspections have been made and there have been some partial inspections in our own State. In 1878, after the reports of the examinations for nearsightedness, which had been made in the public schools of Europe and this country, were published, the school visitors of Hartford caused an inspection to be made in two schools in this city with the following results: In one examined by the late Dr. J. A. Steven 21 per cent. of the pupils were myopic; in another inspected by Dr. W. T. Bacon of this city 20 per cent. were found in like condition. When the prevalence of that change in the form of the eye, conditioned largely upon badly constructed school rooms, affecting the amount and direction of the light, was ascertained by an inspection, its causes were inquired into and the disease has become much less prevalent. I visited during the year a new schoolhouse in another city of this State and the light was abundant, exceeding somewhat the amount required — one-fourth of the floor space. It was stated that in the room having the oldest pupils no case of myopia was to be found, a confirmation of the good results growing out of inspection.

Dr. E. K. Root, in his report as consulting physician in the Normal School Gymnasium, says, "Out of a total of over five hundred and eighty pupils examined, one hundred and eighty-six — nearly one in three — show slight lateral curvature, elevation of one shoulder, stooping carriage, or unequal prominence of shoulder blades. Slight lateral curvature with elevation of the right shoulder was observed in a number of instances, and was undoubtedly due to faulty position at desk work, or badly arranged school desks or benches. The majority, however, show no constant change that can be ascribed to any one cause. Their condition is the result simply of lack of symmetrical exercise of both upper and lower extremities during the period of growth."

Sir John Forbes says, "We lately visited, in a large town, a boarding school containing forty girls; and we learnt, on close and accurate inquiry, that there was not one of the girls who had been at the school two years that was not more or less crooked."

These inspections, made with reference to these deformities, are frightful, and in connection with them I give the views of Dr. W. Arbuthnot Lane, assistant surgeon at Guy's Hospital and surgeon to the Children's Hospital, Great Ormond street, London, who makes some timely remarks as to the condition of these deformities. "In the young subject the rate of growth of any portion of an epiphysial line varies inversely as the amount of pressure it transmits. In other words, if one half of an epiphysial line transmits habitually an amount of pressure which is greater than normal, the amount of bone which it develops is correspondingly less than that normally produced. If, on the contrary, the other half of the epiphysial line is subjected habitually to a subnormal pressure, the amount of bone developed by it is proportionately greater than the normal. In all the resting postures the mechanism of the skeleton is such that one portion of a growing line is exposed to an abnormal pressure, while another portion is exposed to a much less or even subnormal amount of pressure. The frequent assumption of a single attitude of rest results finally in a progressive alteration in the form and function of the bones and joints."

And we may add when these bony surfaces, changed in form, become dense and eburnated they cannot be restored by treatment either mechanical or by exercise, but the form of the skeleton is lost forever.

Dr. Root describes the majority of these deformities, much more common to girls, to the "lack of symmetrical exercise of both upper extremities." Dr. Lane would include also the lack of symmetrical attitudes of rest.

This opens for consideration not only the question of exercise but turns attention to the school seats in use, and upon which we have, as a country, prided ourselves. But Mr. Northrup says: "The improved seats (the American) are recommended mainly as they favor erectness of posture. But it must be admitted that with poor seats, sometimes deal planks, the posture of pupils in the French, Swiss, and German schools is far better than that of American youth in our best furnished houses."

The American seats make a good furnishing for the room. But the schools are graded by scholarship rather than size. In

almost any of the school rooms we will find some older and some larger pupil in a cramped position and some smaller ones with feet dangling in the air. If the deal benches are better adapted for combining "attitudes of activity with attitudes of rest" and varying them in character, then deal benches are the best seats.

We have offered these inspections as illustrations. Inspection, thorough and scientific, made in any direction would give unexpected results. As a specimen of a general inspection I refer to one made in Sweden and Denmark, two countries having the lowest mortality rate of any in Europe or in this country, and after England having the highest surplus of the birth over the death rate. I quote from an abstract of a paper read by Prof. Axel Key of Stockholm, at the International Congress at Berlin, and which paper attracted great attention in the Congress. He states that it was found in the schools of Sweden by a very careful inspection that out of 15,000 boys of the Swedish schools 40 per cent. were ill in one way or another. In the preparatory schools 17 per cent. in the lowest classes, 37 per cent. of the next higher grade, and 40 per cent. of the highest class showed illness. Similar conditions were found in Denmark. With regard to the health of girls the state of things was frightful. The percentage of disease in the 3,000 girls mentioned above was sixty-one, out of which 36 per cent. suffered from chlorosis, as many from habitual headache, 10 per cent. from curvature of the spine, and 5 per cent. from scrofula.

"These conditions," said Prof. Key, "were, no doubt, due to over-pressure." He concluded by suggesting that uniform international investigation should be made into the whole subject.

Our personal knowledge in regard to the sickness of the schools is not statistical nor numerical, but from a considerable amount of observation we can confirm in general the truth of the inspections which have been presented. We meet with sicknesses and prevailing diseases which have a direct reference to the schools, either to some unsanitary condition of the schoolhouse, to the peculiarities of the school age, methods of study or to bad or indifferent management of the schools.

It is evident that inspection, close and thorough, will reveal disease. The same method if used will disclose the causes of many of them. We apply it to the —

Schoolhouse. There have been great improvements in the construction of the schoolhouse in the last thirty years. This is es-

pecially true of the larger and wealthier towns. Before this era too often the schoolhouse was a rude and plain structure, devoid of any architectural merit. Some of the best schoolhouses now take rank with the finest public buildings. In the rural and depopulated districts economy governs, and the schoolhouse is hardly a fitting expression of any commensurate interest in education. But the graded schools have become institutional centers, and an architect has no small task in many instances to devise plans equal to the wishes and expectations of the district and equal to the generous appropriation made. All this to a certain extent measures the popular interest in education.

Within the last few years my attention has been called to many of these school buildings both in and out of the State, and to some abroad. I shall refer for the most part to those in this immediate vicinity as best known to me, and from their general standing can in no way be said to be exaggerated illustrations.

Mr. B. G. Northrup, the late Secretary of the State Board of Education of this State, having observed the schools of this country pretty extensively, and those in Europe, states in one of his later reports that we need not shrink from the comparison of our schoolhouses with any European country, and he also adds that no city of its size in America can show better school edifices than Hartford. As Mr. Northrup makes those in Hartford the best in the world for any place of its size, it is quite safe to assume that there are none better in the State than those in Hartford, and especially safe in this assumption as since Mr. Northrup's statement was made many have been reconstructed and some new ones have been built. My observation, as far as it goes, agrees with Mr. Northrup's statement. But I now introduce some facts concerning these same Hartford schoolhouses, taken from a report of the board of school visitors of this city in 1889, after quite a general thorough inspection had been made. As the report is one of length, I refer to it without giving the exact language.

The board says that no school building was found in a perfectly satisfactory condition; something unsafe or unsanitary was found in all of them. Many of them were unsafe in the matter of fire from their heating arrangements, and in the event of burning there was no ready way to escape. Others had tile soil pipe within the building with broken or open joints and unventilated; foul and unsanitary water-closets within the building,

and, if outside, not sufficiently separated from the schoolhouse : empty traps, crowded and insufficiently ventilated rooms ; insufficient heat and light, flues which were dead, or, if they worked at all, worked in the wrong direction, poor locations. One large central and wealthy district had all these defects and more. The school board says of this schoolhouse, " Words fail us in speaking of this school building. It is thoroughly unsafe and out of order from beginning to end."

Of one schoolhouse Mr. Northrup says, " I do not know where else in the world can be found a schoolhouse for the children of operatives surpassing it." The committee found this schoolhouse to be a four-story building, entrance upon the middle of each side into a common hall from which ran a central stairway to the top of the building. Underneath this lower hall, through which all the children passed in going to and fro, was the furnace. In the basement at either end were the hot-air chambers. The committee recommended the removal of the latrines and the erection of a fire-escape.

Mr. Northrup honors another school edifice by putting an engraving of it in his report. The acting school visitor of the town at that time informed us that he had seen in this building seventy-five scholars crowded into a room fifteen by twenty feet. That does not now exist. Such are some of the faults of the model buildings in this fair city so distinguished for its school edifices. There is no doubt but that a thorough inspection of schoolhouses in any city or town of the State would reveal the same or a worse state of things. It was not my purpose to speak of any special points which this inspection brought to light, although many of these conditions cannot exist without being the fruitful causes of disease. We pass, then, over the site or locations of the buildings and the condition and use of the basement stories, mostly occupied with the heating apparatus and as play-rooms for the children, the plumbing worn out in the older buildings and imperfect in others, the cause of filth diseases in some districts. More attention, however, is being given to sanitary plumbing, and a healthy fear has arisen in the public mind for blood-poisoning. All this has been brought about by sanitary study and efforts of the board of health. But there are one or two items in this part of our subject upon which we wish to remark.

Ventilation. The most serious defect found in the schools

under examination was the imperfect ventilation. Much attention has been given of late to this subject, but among the masses of the people the fundamental principles are not understood, and our architects and civil engineers have not come to any consensus of views as to the best methods to be employed. It is my deliberate opinion that bad ventilation has more to do with the impaired health of the schools than any other one thing. Most of the Hartford schools depend upon natural ventilation. Only one school has mechanical appliances and two or three have partial aspiration. The impure air escapes through flues, but they are insufficient in size and badly located. Hence, resort is had to open windows and doors to obtain any fair degree of ventilation. The general result is that there is no system.

It would exceed our limits to discuss the question of a perfect system. But such a system is possible. Let the dimensions and requirements of a schoolhouse be known, the amount of fresh air needed for each scholar per minute, the temperature of the air on admission, temperature required for the room, rate of air currents by actual air tests, the highest allowable limits of carbonic acid, no open doors or windows. A contract including all these specifications could be made with a guaranty for its fulfillment.

No air should be used for respiration that has over seven vols. of carbonic acid to ten thousand of air, ordinary air having four vols. The schools to which Mr. Northrup refers cannot keep, by the ventilation provided, the carbonic acid down to thirty vols. Open windows are resorted to, but they are uncertain and unsafe; uncertain because they disturb the flue ventilation, and should the external and internal temperature be alike, they would afford little ventilation; and are unsafe because if there is an exchange of air, dangerous draughts are occasioned. To this poisoned air of respiration is added the natural excretions of the skin, the emanations from the uncleanness of the body and clothing. Some children bring with them the characteristic odors of their homes, the fumes of the kitchen, the sickly smell of unventilated rooms. Besides, the air of the schoolroom is impregnated by many of the odors of disease, the discharge of ulcers, decayed teeth, bad throats, and fetid eructions. The schoolroom thus becomes the mart of the district, where the germs of disease and putrefaction find their best place for development and dissemination. People have come to feel the imperative need of attending

to sewerage to carry off the fecal and urinary wastes so as to prevent accumulations and hurtful effluvia.

It is well to bear in mind that as much weight of matter emanating from the lungs and skin is to find its way out of the flues and windows as goes downward into the earth by way of the water-closets. We estimate from data on this subject that a schoolroom of fifty pupils would throw off in the form of cutaneous and pulmonary exhalation in one month of five hours each day, seven hundred and fifty pounds, which contains much putrescible matter, and in rooms deficient in ventilation is precipitated and gives in its decay the peculiar odor of badly-ventilated rooms. These respiratory impurities furnish the best possible conditions for the growth and dissemination of microbes. "Carnelly found in dirty schoolrooms, with the so-called natural ventilation, in the same volume of air, nearly two thousand living bacteria, while in mechanically ventilated schools there were from thirty to three hundred." Children from homes infected with germ diseases, consumption, scarlet fever, and diphtheria, will poison the air of a room unless the floating germs are carried off by fresh currents of air.

The air space allowed for each child in the schools of Hartford is two hundred and twenty-five cubic feet with the air to be changed three times per hour. This is about one-third the amount needed. But the board of school visitors has been asked to approve plans for a new building where the cubic space did not exceed forty-five cubic feet per scholar. This is a very good illustration of local school management. Boston seems to be about as badly off, judged by the figures of the report of the chief of district police: "In 1889 one hundred and sixty-three schoolhouses in Boston were inspected, and one hundred and forty-six are without any modern and efficient means of ventilation, being dependent upon the old-fashioned air shafts in the walls, aided here and there by small apertures through the external walls, all of which are too feeble to be called ventilation."

People do not sufficiently realize the hurtful nature of impure air; how it vitiates the blood and interferes with the circulation, accumulating in the right heart and lungs and produces asphyxia in some degree; undermines the constitution; lays the foundation for serious organic disease, pre-eminently consumption. It is estimated by competent observers that forty per cent. of all fatal diseases are due indirectly to impure air.

Dr. Cornelius Black of London, in answering the question "which side of the heart is the more frequently affected by disease," says "that the carbonic acid, rendering the blood impure, debilitates the right side of the heart, and the bad air of schoolhouses, as now constructed, causes a dilated right heart, and tricuspid incompetency.

I know a young lad, robust and healthy, fond of school, but the air of the schoolroom gives him a headache which results in vomiting unless he goes into the open air.

Safety from Fire. The school board found seven buildings out of eleven unsafe for want of sufficient exit in case of fire. In these there was only a single possible way of escape, and that was from the center of the building, and generally over the furnace or boiler which was in the basement. Only two of the schools have the heating apparatus outside of the building.

This is a very important matter, in this country the destruction of the schoolhouses, asylums, and hospitals by fire being no infrequent accident. Even the alarm of fire among school children is accompanied with panic, and often with serious loss of life. Safety demands that these buildings should be practically fire-proof, at least the corridors and stairways. The latter should be constructed of iron or stone, the wainscoting being of brick or tile. It requires some experience with the fearful calamity of fire to give emphasis to any words upon this subject. A few years ago, when the Hartford High School building was destroyed, though no lives were lost, the fire occurring in the night, yet it was easy then to get an appropriation for a fire-proof building. It has been in my experience to have witnessed some of the larger battles in the late civil war. I have seen the field covered with the slain, but the sight was not so sickening or revolting as when, in after years, in another State, I witnessed a long row of little school children burned or suffocated to death. The battle field told the story of heroism, of undying devotion to one's country, and the great sacrifice that loyal hearts were ready to make for the preservation of the Union and the restoration of national authority. All this would live and go down through the ages in song and story, but the smouldering ruins of the school-house and the little charred bodies only told the old familiar story of carelessness, indifference, or greed, all to be forgotten in the passing of a day.

Peculiarities of Age.—There are certain conditions of age,

growth, periodicity, and peculiarities belonging to the school age affecting health. We designate the school age as from five to fifteen years of age. This period has the lowest death rate of any, being seven per thousand, while for all lives the death rate is from eighteen to twenty per thousand, and is in great contrast to the preceding period of infancy, which, according to the census of 1880, in the first year of life has a mortality of one hundred and seventy per thousand, and in the large cities the rate is much higher.

Of the deaths of school children, Pennsylvania State Board of Health shows that at least thirty per cent. were from diseases regarded as preventable.

But notwithstanding the low death rate of the school age, there is, on the other hand, a high rate of disease, not accounted for by the special diseases of children, and which might be prevented by better sanitary conditions of the schools, and by a better appreciation of the laws of growth and development of childhood, preventing future invalidism. A child who rests upon the sacro-iliac-synchondrosis of one side before there is a growth of the articulating surfaces will develop lateral curvature. So a child, at the time when the peripheral nerves are comparatively larger than the nerve centers, and when the spinal cord predominates over the brain or the medulla oblongata possesses functional superiority, who should attempt the higher cerebral functions will easily have exhaustion of the brain, ending in some form of neurosis or in cerebro-meningitis. The natural but unexplained periods of retardation must be recognized and studied.

Prof. Key, before quoted, has made accurate observations concerning the law of growth and retardation in the schools of Sweden and Denmark. He reports on the measurements and weights of school children, which had been taken in Sweden and Denmark during the last ten years: "The results obtained in fifteen thousand boys and three thousand girls, showing that in the seventh and eighth years the increase in stature and weight was very marked in boys; afterwards, however, a retardation occurred, which lasted to the fourteenth year, in which rapid increase of growth again occurred. This increase lasted up to the seventeenth year; it was most marked in the fifteenth year; the last increase in the preceding period was in the tenth year. The increase in growth was first in stature, and it was not until later that it also showed itself in the weight. The increase in weight

lasted up to the seventeenth year, when the bodily development was complete. In girls the case was somewhat different. The increase in growth after the eighth year was not so marked as in boys; in the twelfth year it had already given place to a great increase in height. The increase of weight followed that of height, but exceeded it in the fourteenth year. In the seventeenth and eighteenth years the increase in height was but slight; the increase of weight, however, fell nearly to zero in the twentieth year. At that period growth seemed to be completed." Prof. Key says that the diseased percentages were highest in the period of retarded growth. And in the time of the greatest increase of growth they were least.

Sometimes we are consulted because a child in the specified periods does not grow, is stunted; and again when a child is growing rapidly. In the one case there is apprehension of some disordered condition, and in the other case that there will be.

Temperament.—This is a physical condition, but is affected by school life. By the old physiologists much that is fanciful has been written concerning temperaments; the kinds and combinations have been minutely described. This much is true, that there are certain constitutional differences in persons which grow out of the variety of relations and proportions existing between the constituent parts of the body, and which, to a certain extent, influence the dispositions and characters of men, and have marked influence upon the function of every part of the organism. Some men have a happy disposition, and, like Joseph Priestly, can go through life always cheerful, though suffering reproach at the hands of their fellow-men. But for the many the disposition is largely formed or fashioned in childhood. The parent or teacher can make or spoil the child in this critical age. They have an influence in this direction equal to or greater than the bile, lymph, or blood even to impart a feeling of felicity or gloom and depression. Felicity causes the heart to beat full and strong, brightens the eye, expands the chest, aids digestion, gives to every movement grace and steadiness. The old belief that pupils must have pain and suffering to acquire knowledge is exploded. Herbert Spencer formed his educational system quite largely upon good feelings. If we cannot go so far with him, yet we do not err in making the school and studies agreeable, and so healthful.

Study.—A full comprehension of the effect of study on the

health requires a knowledge of the laws and limitations of the mental organism itself, and the union of this entity with the physical organization. The right conception of study, of education, is the systematic and symmetrical growth and development of mind and body. Such study produces healthful results, and is expanding to both mind and body. Study is not incompatible with health. It is a well-known fact that those who have devoted their lives to hard study have had a greater longevity than any other class of men. Take as an illustration the presidents and professors of Yale College. Of the nine presidents who have died the average age was seventy years, and of forty professors the average age was sixty-five and a third years; and the average of all graduates of Yale in the eighteenth century was nearly sixty-two years. This is, indeed, a remarkable record.

But the mind requires a natural development of its powers—the faculties to be expanded in harmony with each other. Some teachers not only seem to look upon the mind as an entity to be handled separately from the body, but that any faculty can be cultivated *ad libitum*. This is always at the risk of an abnormal mental development and of a general impairment, initiated from a local mental strain or over-doing. The process of education called memorizing is useless and hurtful. It not only takes away from the fullness of other mental processes, but may imperil the whole organ.

Dr. B. N. Comings, in his address on “Nervousness” to this society as president six years ago, had examined this whole matter of over-study very thoroughly by actual inspection and by means of circular letters, and says, as a result of his inquiries, that “fully one-third of the children in our graded schools suffer seriously from over-work in their studies; then become nervous and irritable at home, lose their appetites, and run down generally during term time. Nervousness is becoming a prominent characteristic. Diseases of the nervous system are on the increase.”

Dr. H. P. Stearns, in his work upon “Insanity, Its Causes and Prevention,” in his admirable chapter on the influence of education, says in reference to the competition for prizes and scholarships: “From personal observation I am satisfied that some of the brightest minds are essentially ruined for the accomplishment of any large work in life by such a course of conduct in their education, who, under some other course of management, in

which these mental tendencies could have been better understood and guided, might have been saved; and that often these are minds with the best natural endowments."

Dr. Andrew Clark says: "I am a witness to the grave and sometimes irreparable mischief done at schools and in working for competitive examinations." There is a large amount of medical experience recorded of the pernicious effects of undue study, long lessons, many studies, memorizing, competition, prizes, scholarships, etc. Every physician is meeting with cases of brain trouble from something vicious in the plan and course of study. Its range is all the way from brain weariness and nervous exhaustion to congestion and inflammation of the brain or insanity. We have seen many such unfortunate cases, but it is difficult to convince the teacher or parent that study was an element in the case. They always ascribe the result to some accident, some blow or fall. Sometimes a slight injury may be the exciting cause of meningitis in one whose brain has been predisposed by over-excitement in study. We have not in this country reached that fearful condition indicated by this statement taken from one of our journals, which reads thus: "The statistics of suicide among school children in Prussia during the six years from 1883 to 1888 inclusive shows that during that period two hundred and eighty-nine children took their own lives. Of this number two hundred and forty were boys and forty-nine girls. In 29.8 per cent. of the cases no cause could be assigned; but as regards the others, fear of punishment or of the examinations, excessive ambition, and insanity were found to be the inciting reasons. These figures are amazing, and seem hardly credible."

Instead of this impulsive and tragic form of German or European insanity, our children may receive mental strains which, like any other form of brain injury, is rarely fully repaired, and may end later on in mental incapacity or in insanity.

Granting the European tendency to suicide, still it shows that the school system of Germany fails to develop the individual into a strong, independent, and regulative character, and is a lesson from the older to the newer civilization.

The suicides in the whole of Europe of boys and girls amount to two thousand annually, and there seems to be an ethnological fact connected with it without any ethnological reason; for statistics show that the central area of European suicides is Germany and the borders of the adjoining states. But the German

children in this country are not characterized by a suicidal mania. The Americans do not find, on the other hand, that the climate of Germany is depressing. We attribute youthful suicide in Germany, so far as the schools go, in part to study, excessive ambition, and to a fear of punishment. Such punishment cannot be meted out to the derelict and delinquent in this country. The European schools seem despotic. Children are punished for offences and in ways that would not be tolerated in this country. I visited in Lucerne a fine, large school in the country where the humane, sympathetic, and philanthropic educator Pestalozzi was born. Here the teacher who was my guide seemed to take pride in showing me the dark dungeons in the basement where the scholars were confined for any misdemeanor. When visiting the university at Leipsic I was invited to visit the prison cells to see the names and the works of art inscribed on the walls by incarcerated students. The rector of the university holds over the students the power of life and death.

Age and Time of Study.—A child is never too young to learn, but too young for a school of training before seven or eight years of age. The soft pliant brain has not steadfastness enough for reflective processes and soon tires of its perceptive glancings. I don't believe that the kindergarten furnishes the desideratum. It may be better than a poor home but a poor substitute for a good one. The children in the kindergarten always look tired to me. Enforced play gives weary and sad looks.

The time of study in the whole school does not at first sight seem excessive. But men who have distinguished themselves by brilliant learning have made short days. The teacher finds the day long enough. The discount and insurance clerks have but a little longer day. But it is the lesson that must be learned out of school and the worry from lessons unlearned that causes most of the harm. The Boston schools forbid study out of school hours for the girls.

Manual and Industrial Training and Exercise.—In the early years of the schools and now in the rural districts, the problem of exercise has been solved by the necessity of assigning to the children a certain amount of work. Our country abounds with frequent examples of the attainment of ultimate physical and intellectual success where the conditions seem to have been a reciprocal influence of work and study, and such necessity has helped to develop manhood and a right feeling of the value and

dignity of labor. But at the same time there ought to be mingled with this work and study the graceful and frolicsome games and amusements in which children engage. Sportive activities should make a part of every child's physical programme. Every one has seen the energy and zeal with which children carry out their playful sports. Such positive joy and satisfaction is highly invigorating to mind and body. But even this exercise should be within limits. A child may physically over-act and be unfit for mental improvement. Many parents and teachers have the impression that a child in danger of harm from excessive study may be sufficiently guarded from injury by an extra amount of physical exercise. This is entirely erroneous. There is only so much nervous force and energy to be expended and if it is exhausted mentally it cannot be regained by any demand made upon the physical energies. Mind and body must, to reach the highest results, be exercised proportionally and within certain and proper limits. We have seen cases of nervous exhaustion disqualifying for any study brought on by over physical exertion. Many of our higher institutions of learning and some of our cities are providing a gymnasium for regulative exercise and industrial schools where some useful experience can be obtained in the right use of mechanical tools, etc.

We hurry to make the boy an adult forgetting that the longer we can keep him young the longer will he live as a man. Exercise, either as work or play, as we have implied, must be within limits. We have seen by the sharp fierceness of competition in games, more frequently, injury of some physical organ, hernia or cardiac disease, and nervous exhaustion from exercise and study combined.

The natural system of instruction of Pestalozzi and Froebel, the former taking the form of industrial training of the older children, the latter of the kindergarten for the younger, is now sought to be applied to the children of intermediate ages, and to make manual and industrial training common to all the schools. How this shall be done is not our problem to solve, or how it will affect respectively the educational and economic interests of society. But whether the sum of expended physical and mental energy will diminish the vitality of the child is the question for our consideration.

Management. — We use this word in its widest sense, we mean to include the legal provisions made for our schools and the per-

sonal supervision given to them. Some of the characteristic features of the Connecticut schools go back to the early settlement of the colony. Some things that were wise and good then might be changed for the better now.

Sanitary Legislation. — As has been intimated, there has never been any sanitary legislation for the schools. They have been under the general supervision of boards of school visitors, and as part of the towns, subject to such health regulations as the local boards of health have adopted. We have shown by the unsanitary conditions of the schools, by the amount of sickness which is preventable, that local supervision by school and health boards without special legislation has proved itself inadequate.

The board of school visitors are not as a rule composed of men who have made health matters a study. The health board are political appointments for the most part and sometimes made in the interests of the opposition. In some few towns of the State they demonstrate the usefulness of the organization. But the present work of these boards through the State is forced upon our attention, when we read what the secretary of the State board has to say publicly of them. "The most prevalent heresy now existing among the health officials of the small towns of Connecticut is the deep-rooted skepticism as to the real need of their official existence. Because from year to year they do nothing, they take the unjust inference that there has been nothing to do, which is equivalent to saying that the towns over which they have sanitary supervision are now and have been for many years in such excellent hygienic condition as to be incapable of being improved. Another fallacy, closely related to the last, is the idea that a local board of health should be a passive rather than an active organization; that of its own volition it should never take cognizance of any unsanitary condition; that a town board should occupy the dignified position of a court of appeals, and take no action, whatever may endanger the public health, until the threatened danger is brought to its attention by other parties."

And it must be remembered that this picture is drawn of men who fail to do their common, ordinary duty, and does not refer to the schools, which almost as by common consent they wholly neglect.

Every argument that is good for sanitary laws for the factories of the State applies with equal force to the schools. The State in its wisdom four years ago enacted laws relating to the factories

and factory inspection. The same law, *mutatis mutandis*, would be a good one for the schools. Its short trial has demonstrated its necessity, and can point to much good already accomplished. The report for 1890 shows that seven hundred and ten changes were ordered, and that most of these orders were fully complied with. Many of these defects were found among the best managed factories of the State.

Massachusetts, the State which is now acknowledged to have the best schools in the country, one hundred years ago fully recognized in her State constitution the importance of State legislation and control of her schools. She has had a factory law, and since 1888 a sanitary law for the schools. The factory law has been a little longer in operation and shows more definite results. We subjoin the school law of that State.

SECTION 1. Every public building and every schoolhouse shall be kept in a cleanly state and free from effluvia arising from any drain, privy, or other nuisance, and shall be provided with sufficient number of proper water-closets, earth closets, or privies for the reasonable use of the persons admitted to such building, or of the pupils attending such schoolhouse.

SEC. 2. Every public building and every schoolhouse shall be ventilated in such a proper manner that the air shall not become so exhausted as to be injurious to the health of the persons present therein. The provisions of this section and the preceding section shall be enforced by the inspection department of the district police force.

SEC. 3. Whenever it shall appear to an inspector of factories and public buildings that further or different sanitary provisions or means of ventilation are required in any public building or schoolhouse in order to conform to the requirements of this act, and that the same can be provided without incurring unreasonable expense, such inspector may issue a written order to the proper person or authority directing such sanitary provisions or means of ventilation to be provided, and they shall thereupon be provided in accordance with such order by the public authority, corporation, or person having charge of, owning, or leasing such public building or schoolhouse.

SEC. 4. Any school committee, public officer, corporation, or persons neglecting for four weeks after the receipt of an order from an inspector, as provided in the preceding section, to provide the sanitary provisions or means of ventilation required

thereby, shall be punished by a fine not exceeding one hundred dollars.

SEC. 5. The expression "public building," used in this act, means any building or premises used as a place of public entertainment, instruction, resort, or assemblage. The expression "schoolhouse" means any building or premises in which public or private instruction is afforded to not less than ten pupils at any one time.

A comparison in Essex county of the factories and schools shows that the former affords eight times more cubic space per person than the schools, and had on the average only eight parts by volume of carbônic acid to twenty-one parts in the schools. These facts for the factory are cheering, but for school sanitation disheartening. But the working of the Massachusetts school law, which was fiercely opposed at first, is meeting with great favor, and will work changes in the schools that would not have been otherwise effected.

Connecticut is behind, but she has in operation the factory laws, and begins to note beneficial results. In this she has legislated for better ventilation, for good sanitary conditions of water-closets, fire-escapes, and many other things, and holds the person or corporation at fault responsible for all damage, besides a fine of not less than fifty nor more than five hundred dollars. This is a statute law for the health and safety of operatives in the factories of this State. But why do the 135,000 operatives in the factories of the State need legislative protection more than the 161,241 children in our schools? The former are mostly of an adult age and capable of looking out for themselves, the latter are generally dependent and helpless, and to-day probably the schoolhouses, like those in Massachusetts, are not in as good a sanitary condition as the factories.

Inspection. We have seen that when an inspection has been made, results have shown that it was needed, judging from the defects brought to light. But a thorough inspection, which is to go into all the details, and to be a matter of record, must include the good as well as the bad features of the school. Such a registration is made up of constructive details, working functions, and septic or aseptic conditions of the schools. This registration must be complemented by a complete health record of each day, which the school register can give. If scholars have ailments or are at home, sick, the register will note the fact and their disease, so far as can be ascertained.

When these inspections and records have found their way to the central bureau they can be classified and compared, and it will be possible to determine where the defects are to be found, their nature, and the best way of removing them, what diseases have prevailed, their causes, and the prevention suggested. Such results can be tabulated, and will be of service in future comparison.

The power of an inspection for good is very great. I have known the sickness in a school district first to have awakened suspicion of the schoolhouse, which led to an inspection, and this to a warm discussion as to repairing or building. The first feeling was to repair, but as the facts of the inspection were canvassed, the outcome was a new schoolhouse costing \$100,000. This grew out of an inspection.

We may call attention to the report made two years ago by the State board of education in one of the counties in this State. Probably the schools in this county were in no way different from those in any other county in the State, no better nor worse, and yet, so shameful was the condition found, so damaging the report, that some threats were even heard in the other counties if the work of inspection went any further. There is at first a feeling of repugnance to inspection, growing out of a suspicion of espionage or of meddlesome interference. But when it is known that the examination is in the hands of skillful and expert men, done legally, and followed by good results, the prejudice soon yields. So in the examination made by the board just alluded to, threats gave place to invitations to have the work done. Great good has resulted from that examination of a single county, though it was made along the educational rather than the sanitary lines.

It has always been a difficult problem how to conduct a school in reference to the infectious and contagious diseases. These diseases are practically narrowed down to the two diseases, scarlet fever and diphtheria. But if the prevailing type of measles is malignant, it will be put into the same category for management. Towns exercising ordinary care for their schools require notification, isolation, and perhaps disinfection. If this were thoroughly done these diseases would be to a great extent diminished. But it is not practiced over most of the State. Not long since the largest city of this State made its difficulties in this matter public, as follows: The committee on schools sent a letter to the board of health, calling attention to the prevalence

of contagious diseases in various parts of the city. In this letter they say "that the authorities show inexcusable laxity, and that they can cite instances that would indicate criminal negligence on the part of some physicians in this city. The committee has evidence that there have been cases of scarlet fever where not only was no notice sent to the schools, but the death certificate was the first notice the health office received. Also that school children have been allowed to view the remains of children who have died of diphtheria. The president of the board of health said that some physicians were very neglectful, and one or two had been notified that failing amendment they would be brought before the courts. He also adds, that scarlet fever has been propagated in several wards through the negligence of some of our physicians. Public funerals have been held, and no attempt has been made to guard against the spread of the disease. Some one was culpable, and it was the attending physician. A case in point came under my own observation only a short time ago. "I learned," says he, "that a wake was to be held over a person who had died of diphtheria. I immediately notified the family of the true character of the disease. They were surprised, as the physician had not notified them that it was contagious. It is not only the young physicians who are negligent, but the old ones as well." Now the health officer says: "The only evidence we get of some cases of contagious diseases is the death certificate. In nearly all the schools the principals and teachers know the existence of contagious diseases. We have no way of preventing children from attending a funeral. I know of the case in which reference is made in the letter. I visited the place an hour and a half after the death. The parents promised not to allow any one to see the remains. It seems that children did, however, and there is no help for it. Many principals in their eagerness to have their schools make a good showing, allow children to return to the schools before it is safe for them to do so. I have heard of a number of cases where children who have been ill with scarlet fever have been allowed to come back to school before they were through desquamating."

It is seen that the school committee blames the authorities and physicians, the president of the board of health blames the physician, and the health officer finds the principals of the schools and the parents at fault. But the moral of it all is, that the rule of notification and isolation is practically worthless.

But with notification, isolation, and disinfection, there must be more inspection — reasonable in kind and amount. Dr. Siebert of New York goes so far, in an article on the prevention of diphtheria and scarlatina, as to recommend that the throats of all school children be examined by a physician, using the child's finger for a tongue depressor. It would require for New York city three hundred examiners. Such inspection seems at least special and expensive. But New York has about two thousand deaths from diphtheria annually, and the same from scarlet fever, which means about thirty thousand cases of sickness from both diseases, at a cost to the city directly and indirectly of millions of dollars. Such an inspection would cost New York \$300,000 annually. It might save hundreds of lives and a great amount of money. The inspection proposed for our schools would not be expensive, and would prevent these diseases at almost every point. It would travel on the lines that no foci or medium of contagion could exist, which is better than to be obliged to note its outbreak.

Many foolish customs and habits which now prevail would be set aside; as, for example: we saw within a few years the children, clean and unclean, of a primary school, on leaving the room give the teacher a kiss. Now, suppose the first child was coming down with scarlet fever or diphtheria. No one can tell how many lives would have been endangered. Good inspection would also keep out the filthy garments that find their way to the schoolroom loaded with diseased germs. The clothes of the poorest child may be worn and patched, but they can and must be clean.

It has been seen that the carrying out of local health matters is largely a failure. The local or district management of schools is but little better, and the history of the Connecticut schools shows that one hundred years ago when the towns relinquished their control to the districts it was a grave mistake. With this experience the matter of the health of the school cannot be left either to the local board of health or to the district, for in such circumscribed localities the requisite talent and fitness is scarcely to be found, and unless the law defines the duties of each, as it does in New Jersey, there would be constant clashing between them. This work must be entrusted to skilled men, independent of local prejudices and influences, and to men competent in school matters and of a character to entitle them to consideration. It could be entrusted to either the State board of education, or of

health, as is the case in New York and New Jersey. But our State board having such a bureau in charge would require the services of hygienic experts. The State board of health could not depend upon the health boards of towns. Massachusetts has a special bureau called the district police, which seem to give satisfaction.

We would not be understood to disparage the work or the influence of our present State board of education. They are working along the educational lines and doing all that the law permits them to do. They have a secretary who devotes his time to ascertaining the condition of the schools, enforcing the truant laws, superintending the State normal schools, attending conventions, and making annual reports. All this is promotive of great good, but as now constituted, without any sanitary or medical men on the board, it would be inadequate in the very nature of things to superintend the health department of the schools.

Instruction.—No sanitary laws or system of inspection can be enacted that stands in any degree above the sentiment of the State. To elevate public opinion is part of the work to be done by the friends of our schools. Science and sanitary measures must be better understood in the community. They should form a part of the school curriculum. The graduates of our normal schools should be fully taught on the whole subject. They should know a good and bad schoolhouse at sight, and be able to give a critical opinion—to measure the pupil in his organization, his growth, development, temperament, and capacity.

Hygiene has of late been introduced as an optional study in the schools. An outline text-book or syllabus has been adopted. This is inadequate. A full text-book, well illustrated, is needed to insure success. Something might be done with the advanced scholars in selective readings from the current health literature. Whatever knowledge is gained in these matters in the school will soon be known and discussed at home. Teachers and scholars need for a time special instructors to look after this branch of study in towns and larger districts until the subject is more fully introduced.

I have, gentlemen, for the purpose of illustration, given some facts concerning the sanitary condition of our schools: the amount of sickness or physical impairment which an inspection here and there reveals; the phenomenal absence of all sanitary legislation,

and the great need that exists for skillful and thorough sanitary inspection and supervision.

I could not have made these suggestions to any class of men more ready to appreciate the condition indicated. It is to be presumed that some of you are officially connected with the schools, but if not, the observations made in your professional lifetime will have disclosed to you more facts than can be related in one brief hour.

It has been said that the Connecticut school has relatively declined. It may be that in the great success, in the glorious traditions of the early schools of the State, we have relied too much upon our inherited advantages or been too conservative in the adoption of the new methods of study and management, successful in other States. But our discussion confines us to the lines of health. We presume that in the first schools planted here in the wilderness, though they were under the supervision of such illustrious men as Davenport, Mason, Hopkins, Hooker, and Eaton, some of whom had studied the free schools in their exile home in Holland, the matter of school sanitation had never been discussed. Neither did the pilgrims on board the Mayflower discuss the question of putting a steam engine into that little ship. Sanitation is a word of this generation, and already is not fully expressive of the most advanced ideas in this direction. The hygienic watchword to-day in Europe, more than in this country, is asepsis. It is this that is cleaning the streets of the continent. It is reducing the death rate of the cities, and bids defiance to plague and pestilence, and our mission as physicians in this great work is not ended until we see this great principle not only pervading and permeating our schools, but made authoritatively and permanently effectual. When this is done a long step forward has been made in regaining the reputation and the glory of the Connecticut school.

SCHOOLS AND SCHOOLMASTERS IN FARMINGTON IN THE OLDEN TIME.*

Ladies and Gentlemen of the Connecticut Historical Society :

I have the honor to read for your entertainment this evening, an account of the Schools and Schoolmasters of Farmington in the Olden Time, trusting that it may not be wholly devoid of interest to those of other ancestry and other environments.

Our knowledge of the life of this community for the first forty years is most meager, and it may interest the members of this Society who have occasion to consult ancient records, to consider once for all why this is so.

The first volume of our town meeting records has disappeared. Tradition says the early records were all burned. The Rev. William S. Porter, a very learned local antiquary, accepts the tradition, while the historian of the descendants of Stephen Hart draws a lurid picture of Indians dancing at midnight around a burning house, and watching with fiendish glee the cremation of a whole family. The town records, he says, were burned with the house. Let us examine a moment the foundations of this oft repeated story.

The house of Sergeant John Hart, son of Deacon Stephen, the immigrant, stood on the west side of the main street, nearly opposite the meeting-house, and was burned on the night of Saturday, December 15, 1666. The Rev. Samuel Danforth, pastor of the First Church in Roxbury, kept a diary, and under date of February 11, 1666 (O. S.), entered "Tidings came to vs from Connecticut, how that on ye 15th of 10 m 66, Sergeant Heart ye son of Deacon Heart and his wife & six children, were all burnt in their House at Farmington, no man knowing how the fire was kindled, neither did any of ye neighbors see ye fire till it was past remedy. The church there had kept a Fast at this mans house 2 dayes

* A paper read before the Connecticut Historical Society, Jan. 5, 1892, by Julius Gay.

before. One of his sons being at a farm, escaped this burning." The Rev. Simon Bradstreet of New London also kept a journal, and under date of December, 1666, entered, "There was a house burnt at Farmington in Connecticut jurisdiction. The man, his wife (who was with child) and six children were burnt in it. The Lord is to bee feared because of his judgments. 129 Psal. 120."

John Winthrop, Governor of the Colony of Connecticut, writes to Col. Richard Nicolls, the Royal Governor at New York, under date of December 24, 1666, and the paper states that "a narrative of the sad accident of ye fire at Serg. Sol. Harts at Farmington was also inclosed."

The Indians had, therefore, nothing to do with the fire. Mesapano, Cherry, and the rest of them, had indulged in that amusement once too much some nine years before, and the Colonial Records show ample reason why they were not likely to repeat their indiscretion. We shall soon see how such accidents happened without any help from savage malice. There is no reason to suppose that any records were ever burned. None seem to be missing but the most interesting volume of them all, the minutes of town meetings for the first forty years, and the history of that book is briefly this. At a meeting held December 27, 1682, the town voted that "the Ould Touen Book should bee kept by the Touensmen annually as they are chosen & thoes persons yt will have any act or grant yt is therein, transcribed into ye New book, it shall bee don att their oun proper charg and cost." In 1709, a notch in the top of the leaf is reported and the exact size is given. In 1714 the clerk reports a still larger "gap torn out at ye top of ye leafe." Some thirty-three extracts were made from the old book, and from the dates, we learn that the old book was in existence eighteen years before the fire, and fifty-two years after the fire, and simply fell in pieces, and no one cared enough for it to rebind or save it. Thus much in explanation of our want of information about the earliest schools of the town.

The Puritan Fathers of New England founded the church and the school simultaneously. They were their two strong defenses in the eternal warfare in which they were engaged, a strife not simply with savage beasts and savage men, but with the powers of darkness who seemed to them to have made the gloomy forests of New England especially their home. They did not found the school so much from their love of learning, though there were ripe and rare scholars among them, but from the religious motives very clearly

set forth in their code of 1650. "It being," so runs the code, "one chiefe project of that old deluder Sathan to keepe men from the knowledge of the Scriptures, as in former times keeping them in an vnknowne tongue, so in these latter times by perswading them from the vse of 'Tongues, so that at least the true sence and meaning of the originall might bee clouded with false glosses of saint-seeming deceiuers; and, that Learning may not bee buried in the Grave of o^r Forefathers, in Church and Commonwealth, the Lord assisting our endeauors. It is therefore ordered by this Courte and Authority thereof, that euery Township within this Jurissdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within theire Towne to teach all such children as shall resorte to him, to write and read."

For the first sixty years of its existence as a town, the inhabitants of Farmington met annually in town meeting to transact all public business, whether pertaining to the town, the church, or the school. About the year 1686, Richard Seymour and others began a settlement near the present north line of the town of Berlin on the road known as Christian Lane. The settlement prospered, and in 1705 the General Assembly made it into a distinct society called the Great Swamp Society, the remaining part of the town being from this time on known as the First Society of Farmington. For ninety years thereafter the inhabitants met in society meetings in divers places to vote upon matters relating to churches and schools, and in town meetings at the center for all other public matters. At the May session of the General Assembly of 1795 certain moneys were granted to towns and societies, and the societies which received them began to be called by the Assembly, School Societies. On the 29th of October of that year the First School Society of Farmington was organized, and thenceforth for sixty years the division of the public business was a triple one. The Ecclesiastical Society provided for the church, the School Society for schools and cemeteries, and the town for all other matters. In 1856 the legislature abolished school societies, and ever since the Ecclesiastical Society has been confined to the care of matters religious, and the town to matters secular.

By the code of 1650 reading and writing were to be taught in all public schools, and, whenever any town increased to the number of one hundred families, it was required to set up a Grammar school, that is, a school in which the Latin and Greek

languages were taught. That a somewhat high standard was aimed at in this town will appear from the qualifications required of the masters. The first master of whom we have any knowledge was a minister. In 1685 the town voted to procure "a man that is so accomplished as to teach children to read and write and teach the grammar and also to step into the pulpit to be helpful there in time of exigency."

In 1693 they desired "a man that is in a capacity to teach both Latin and English, and, in time of exigency, to be helpful to Mr. Hooker in the ministry." A similar vote was passed the next year. All this learned instruction was to be given in the winter schools which the older boys attended. The proper education in this town for females was settled by a judicial decision in 1656. The previous year Thomas Thomson of Farmington, the first of that numerous family, died and left in his will directions for the education of his children. The court in Hartford, "finding many terms or expressions therein dark and intricate," decided "that the sons shall have learning to write plainly and read distinctly in the Bible, and the daughters to read and sew sufficiently for the making of their ordinary linen." The same court in 1655, on the death of Thomas Gridley of Hartford, ordered the administrator to "well educate ye children, learning ye sonnes to read and write and ye daughters to read and sew well."

Writing was an accomplishment not considered necessary for females. To the girls and smaller children, a female teacher gave instruction in the summer months. In 1747 the society "granted to ye Scoll dame yt kept scool of the Inhabitants att Sider brook ye same Sallery pr week as they gave ye dames in the Town plat."

The Dames' School was an institution with which the first settlers had been familiar in the land of their childhood. Shenstone, born in 1714, thus describes good Mistress Sarah Lloyd, his early teacher, in the poem of "The Schoolmistress:"

"In every village mark'd with little spire,
Embowered in trees, and hardly known to fame,
There dwells, in lowly shed and mean attire,
A matron old, whom we schoolmistress name,
Who boasts unruly brats with birch to tame.

The noises intermixed, which thence resound,
Do learning's little tenement betray;
Where sits the dame, disguised in look profound,
And eyes her fairy throng, and turns her wheel around."

I am not aware that the spinning wheel forms a part of the philosophical apparatus of the modern school, nor would the youthful schoolmistress of the present day find much in common with the dame of two centuries ago, either in appearance or manner or attire.

"Her cap, far whiter than the driven snow,
 Emblem right meet, of decency does yield;
 Her apron, dyed in grain, as blue, I trowe,
 As is the hare-bell that adorns the field;
 And in her hand, for scepter, she does wield
 Tway birchen sprays, with anxious fears entwined,
 With steadfast hate and sharp affliction joined,
 And fury uncontrolled, and chastisement unkind."

Possibly, good Mistress Lloyd might have had something on the other hand to say about the boy Shenstone. In more loving terms does Henry Kirke White paint the village matron of his youth, good Mistress Garrington.

"Gentle of heart, yet knowing well to rule.
 Staid was the dame, and modest was the mien,
 Her garb was coarse, yet whole and nicely clean;
 Her neatly border'd cap, as lily fair,
 Beneath her chin was pinn'd with decent care;
 And pendant ruffles of the whitest lawn,
 Of ancient make her elbows did adorn.
 Faint with age, and dim were grown her eyes;
 A pair of spectacles their want supplies."

Let us not regret that "Old times are changed, old manners gone." But what shall we say of the discipline of the winter school with its big boys and strong-armed master? The Puritan took the Bible, Old Testament as well as New, for his infallible guide, and when he read "He that spareth his rod hateth his son," he did not presume to be wiser than Solomon. It was the Englishman's belief that the learned languages could only be taught by a constant application of the rod. Bennet Langton is said to have once complimented Dr. Johnson on his skill in Latin. "Sir," said the great moralist, "My master whipt me very well. Without that I should have done nothing." It was a common notion of the older boys in New England schools, down to quite a recent time, that a master who had not the physical ability to give them a sound thrashing could teach them nothing. Many years ago a gentleman, then prominent in the public affairs of the town, told me the custom in the district school of his boy-

hood. Winter after winter the boys had turned the master out of doors, until the school had become a total failure. The committee were at their wits' end. Finally, they heard of a young man in a distant town who thought he could teach the school. The committee thought otherwise, but, as no one else would undertake it, they engaged him. The very first day showed the boys that a new manner of man had come among them, and they went home battered and bruised and howling to their parents for vengeance. Their fathers were terribly enraged, and vowed that the very next morning they would show that master that he could not treat their boys in that sort of way. When the school bell jingled the next morning, every boy was in his place and everything went on in perfect order. An unusual stillness pervaded the room, but it was a deathlike stillness that boded no good to the master. A fire of oak logs was blazing in the fireplace, and the master now and then stirred it up with the big iron shovel, which somehow he neglected to remove from the logs, and left it there with its long iron handle sticking out within easy reach of his desk. It was none too soon, for in a few minutes half a dozen burly men tramped into the room without any useless ceremony of knocking, and having briefly stated their business, made a rush for the schoolmaster. Drawing the huge iron shovel, blazing red-hot from the fire, he brought it down on their luckless pates with all the power of his strong arm. If the cherubim, who guarded the gate of Eden, with their flaming swords turning every way, had appeared among them, they could not have been more overwhelmed with astonishment. The action was short and decisive. In a few moments all that remained of the intruders was a very bad smell of burnt woolen and singed hair. The school that winter was a great success. Never had the boys made such progress in the "three Rs," but when the committee endeavored to secure the master's services for the next winter, he declined. He had proved his ability to teach school, and wandered away to fresh fields of usefulness.

The first schoolhouse in Farmington of which we have any mention was ordered in 1688, when the town voted "that they would have a town house to keep school in, built this year, of eighteen-foot square, besides the chimney space, with a suitable height for that service, which house is to be built by the town's charge." The clause relating to the chimney is significant.

Chimneys were at first built on the outside of the houses. They were not built of bricks, for there were no bricks in the country except those brought by the Dutchmen from Holland. They were not built of stone, because they had no lime for mortar but the little they could obtain from the burning of oyster shells. So they built their chimneys of wood, laid up log-house fashion, and lined with clay. Of course the clay was continually coming off, and the houses taking fire. The town, therefore, every year elected, along with its other officers, a set of men called chimney viewers, whose business it was to inspect these chimneys once in six weeks in winter, and once a quarter in summer, and who were to be fined ten shillings for any neglect of duty. This old plan of paying no salaries, but of imposing fines for every neglect of duty, did not tend to make offices the spoils of political victory. The vote to build this year was not carried out. Two years after they added to their committee for this purpose. The fourth and fifth years find them voting about finishing the house. We do not know where it stood, but probably near the church on the land reserved for public uses. This house, which was five years in building, continued in use but twenty-five years, when the town voted that they would not build a new schoolhouse but repair the old one, and then, before the meeting adjourned, voted not to repair. The next year, in 1717, the Ecclesiastical Society took the matter in hand and voted "to erect a new schoolhouse with all convenient speed," and this time, that there should forever be no doubt as to its site, they voted that it should be "on ye meeting house green and near where the old chestnut tree stood." This house was in use until May, 1756, when the society voted to sell the schoolhouse in the meeting-house yard to the highest bidder. Five months before they had voted to build two houses sixteen feet square, or as much larger as the committee should judge needful, one at the North end of the town and one at the South end. From this time on schoolhouses rapidly multiplied. A division of the town into twelve school districts was adopted June 16, 1773, and the inhabitants were empowered "to erect schoolhouses in their respective districts where and when they please." Gov. Treadwell reports about the year 1809 that "each of these districts is accommodated with a schoolhouse convenient and in good repair, excepting the Middle and North schoolhouses, which are too small for the number of scholars. What the interior arrange-

ment of the Middle District schoolhouse was which seemed a model of convenience to the Governor, has been described to me by one who remembers it as long ago as 1820. The arrangement was the one that I remember at a much later period in the Waterville district. Around the wall on all sides ran a wide board nailed up at a convenient angle. In front, for a seat, was a rough slab, sawed side upward, supported on legs driven into augur holes and often projecting above them to the no small discomfort of the occupants. The whole arrangement was exceedingly simple. Was a class called on to recite,—there was no complex marching out to music, but each child, swinging his feet over the seat, dropped them down on the other side, and the class at once sat facing the teacher ready for recitation. Recitation over, they swung their feet back again and studies went on as before.

In regard to the support of the public schools of the town, it would be interesting to trace the gradual change in the law from year to year, but time will not suffice. Those who desire this knowledge will find it most fully set down in the report of the Hon. Henry Barnard to the legislature of 1853. In the year 1685 it was voted to establish "a free school in this town" with the limitation only, that if the appropriation proved insufficient the balance should be made up by the inhabitants whose tax-list amounted to one hundred pounds. To all others the school was to be absolutely free. The plan was, however, soon given up, and the former plan was renewed, of voting about ten pounds a year, and leaving the parents of the scholars to make up the rest. Each family was also to provide a load of wood in the winter. This plan, with little variation (the provision about wood only excepted), continued until the State, in 1868, made all the public schools free. I well remember, while committee of the North District, making out year after year the rate-bills under which the parents, usually the poorer ones, paid a large part of the school expenses. This may have done some little good in making them value what cost them heavily, but on the whole, the plan, was oppressive and unwise. As time went on and our ancestors, by patient toil and frugal habits, earned for themselves a more generous life, their first thought was to build up certain funds which would, they fondly thought, give their descendants a free school for all time. These funds were five in number. In the years 1737 and 1738 the land forming the town-

ships Canaan, Cornwall, Goshen, Kent, Norfolk, Salisbury, and Sharon were sold by the Colony of Connecticut and the money distributed among the towns of the colony in proportion to their tax-lists of the year 1733, the interest to be used for the support of their respective schools forever. Treasurers of this school fund were appointed in Farmington as early as 1741. To this fund in 1766 was added any sums still due the colony under the excise Act of 1758 on tea and other merchandise which the towns could collect.

The next fund for schools was acquired on this wise. More than one hundred years before, in 1672, the town voted that a rectangular piece of land extending three miles north of Round Hill, two miles east of the meeting-house, three miles south of the house of Joseph Hecock, and two miles west of Round Hill, should be reserved. All other land of the town should be divided among the eighty-four tax-payers of that year, in proportion, or nearly so, to the amount of their tax-list. This land was divided at different times between 1721 and 1764 into thirteen grand divisions, and these, for the most part, into tiers of lots one-fourth of a mile wide, separated by four-rod highways with much wider ones occasionally thrown in. These highways were for the most part located where no roads were needed or over precipices or through swamps where none could be made. The attempt to use one of them in the Pine Woods resulted in its being known ever since as Folly Road. So, on the 27th of December, 1874, the town voted to sell such highways, the avails to be a perpetual fund for the support of schools. To avoid any possible illegality, the General Assembly passed an Act on the 18th day of May, 1786, validating such sales. The last sale was made October 19, 1819, since which time the courts have held any further such sales illegal. Next came the famous School Fund of Connecticut. The colony claimed under the charter of 1662 a strip of territory of the width of the present State, beginning at the west boundary of Pennsylvania, and extending due west to the South Sea, or later on to the Mississippi River. This the State ceded, in 1786, to the United States, reserving the small part long known as the Western Reserve, lying east of the west bounds of Erie and Huron counties in Ohio. From the sale of this Western Reserve arose the Connecticut School Fund. The next and last fund was derived from the surplus revenue in the treasury of the United States, which, by an Act of Congress passed June 23, 1836, was

distributed among the several States in proportion to their representation in that body, and known as the Town Deposit Fund. Gov. Treadwell made an elaborate estimate of the probable income from the funds existing in 1799, and rejoiced in the belief that it would pay the school expenses of Farmington, and leave annually the sum of \$447.84 "to be applied to the support of the gospel ministry." On the 4th of March, 1799, therefore, the School Society appointed "Hon. Lt. Governor Treadwell, Timothy Pitkin, Jr., and John Mix Esquires" to petition the General Assembly, in May of that year, for liberty to use the surplus income of the funds for the support of the ministry. The General Assembly granted this request, but when, on the 5th of December, 1803, the Ecclesiastical Society applied for the money, its request was flatly refused. The next year there was a compromise in which the Ecclesiastical Society was allowed the money for "the instruction and practice of psalmody in said society; provided nevertheless that all dissenters from the mode of worship practiced in said society shall be entitled to their rateable proportion of said monies." In 1805 and 1806 the "Gospel Ministry" secured the money, and also in 1808 when the surplus had fallen to "about 137 dollars." After this no farther attempt seems to have been made to divert the money from strictly educational uses. The schools were becoming more numerous and expensive. The parish of Northington claimed its share, and perhaps the distant muttering began to be heard of the storm which was soon to separate church and state forever.

The amount of the Town School Fund in 1826 was \$9,090.41, and in 1881 it was \$9,470.58, at which latter date the Town Deposit Fund amounted to \$4,882.41.

But enough of funds and finances. Let us go back two centuries to the old log schoolhouse and consider what our forefathers studied in that little cabin. The same meeting that ordered it built voted twenty pounds for the instruction of the "male children that are through their horning-book."

The horning-book, more commonly called the horn-book, consisted of a board about as big as one's hand on which was fastened a paper inscribed with the alphabet and usually below it the Lord's Prayer. Over all was nailed a thin sheet of translucent horn through which the boy could see the characters beneath and with his dirty fingers point out great A, little a; and

so on, without soiling the clean white paper below. Shenstone says :

"Lo! now with state she utters her command;
Eftsoons the urchins to their tasks repair,
Their books of stature small they take in hand,
Which with pellucid horn secured are,
To save from finger wet the letters fair :"

Cowper describes it as : —

"Neatly secured from being soiled or torn
Beneath a pane of thin translucent horn,
A book (to please us at a tender age
'Tis called a book, though but a single page),
Presents the prayer the Saviour deigned to teach,
Which children use, and parsons, — when they preach."

The next book in course was a very small one, but was more universally read and left a more lasting impression on the New England mind than any other book whatever, the Bible alone excepted. This was the New England Primer. Primers, formerly called prymer or primary books, are among the oldest writings in our language. The Vision of Piers Plowman, written about 1362, enumerates the prymer among priestly books. The Prioress, one of the Canterbury Pilgrims whom Chaucer sets forth from the old Tabard Inn about 1386, tells of a little child "as he sate in the scole at his primere."

Henry VIII, in 1545, directs that "every schoolmaster and bringer-up of young beginners in learning, next after the A. B. C. now by us also set forth, do teach this primer or book of ordinary prayers."

These little books, containing first the doctrines and forms of the older church, then the modified forms of the Established Church of Henry and of Elizabeth became by slow changes the chief exponent of New England Calvinism.

In December, 1645, at a court holden at New Haven, Goodwife Stolion was complained of for selling "primers at 9^d apiece which cost but 4^d here in New England." Nothing is certainly known of the contents of these early primers. Dr. Trumbull tells of one compiled by the Apostle Eliot in 1669 for the use of the Indians supposed to be substantially the same, the contents of which he discovers by translating from Algonkin back into English. In an "Almanack Containing an Account of the Coelestial Motions, Aspects, &c. For the year of the Christian Empire, 1691.' It is advertised that "There is now in the Press, and

will suddenly be extant, a Second Impression of the New England Primer enlarged, to which is added, more Directions for Spelling; the Prayer of K. Edward the 6th, and Verses made by Mr. Rogers the Martyr, left as a Legacy to his Children. Sold by Benjamin Harris, at the London Coffee-House in Boston."

The earliest edition of which a complete copy is known to exist, is that of 1737. The first leaf is adorned with a wood-cut of the "Man of Sin," followed by one of King George the Second. Then come "The Great Capital Letters," "The Small Letters," the "Easie Syllables for Children," ab, eb, ib, etc., leading rapidly up to A-bom-i-na-ti-on and other words of six syllables. Then comes the Alphabet adorned with cuts, beginning with the Alpha of the Puritan's faith, —

"In Adam's Fall
We sinned all."

with its representations of Adam, Eve, the Apple, and the Serpent coiled around the tree of the knowledge of good and evil. The succeeding illustrations are worth a moment's consideration as showing the gradual change of Puritan thought. Their early maxims of prudence and morality, after the great revivals which followed the preaching of Edwards and Bellamy, for a while gave place to solemn precepts of religion, and these were in turn modified by the taste of later times. Against the letter C stood the rhyme: —

"The Cat doth play
And after slay,"

with a picture of a cat standing on her hind-legs and playing on a pipe.

This was discarded for the solemn utterance —

"Christ crucify'd
For sinners Dy'd."

Subsequently the cat was reinstated, this time playing the fiddle and still later playing with an unlucky mouse after the manner of cats. Against the letter D the old rhyme

"A dog will bite
A thief at night,"

was dropped, and we read

"The Deluge drown'd
The world around;"

but the picture of the thief with his bag of plunder and the dog

hard after him taught too valuable a lesson to be lost, and the "Deluge" had at length to give place. The loyal utterance

"Our King the good
No man of blood;"

became

"Proud Korah's Troop
Was swallowed up,"

for which an edition of 1812 has

"'Tis Youths' Delight
To fly their Kite."

For the letter O the old version had

"The Royal Oak, it was the Tree
That sav'd His Royal Majesty;"

but the memory of Charles was not very dear to them and so they substituted a tribute in honor of three Old Testament worthies —

"Young Obadiah,
David, Josiah,
All were pious."

The Royal Oak was at length reinstated, and finally a Hartford edition is said to have improved it into

"The Charter Oak it was the Tree
That saved to us our Liberty."

The solemn admonition

"Time cuts down all
Both great and small,"

could not hold its place against the couplet —

"Young Timothy
Learnt sin to fly."

with a picture of Sin which amply justifies Timothy's flight. But Time proved too strong for Timothy and at length reappears at the top of the page with his scythe and forelock. There was much other matter in the New England Primer which we have no time to consider, a very learned and entertaining account of which by Dr. Trumbull may be found in the numbers of the *Sunday School Times* for 1882. All this matter was designed to lead the youthful mind gradually up to the contemplation of the grand end and aim of the book. The Westminster Assembly's Shorter Catechism, beginning with "What is the chief end of man,"

and going on through the profoundest doctrines of Calvinism. Saturday was devoted to the study of this catechism, and the minister, at stated times, examined the children upon their knowledge of its contents. As if this were not enough, the code of 1650 enjoined upon "the Selectmen of every Town . . . to see . . . that all Masters of families do once a week at least catechise their children and servants in the grounds and principles of religion."

Not only was the catechism of the Westminster divines taught in the schools, but every church and town had some other favorite one adapted to their especial needs. That of the Rev. John Cotton, in very common use, was entitled "Spiritual Milk for BOSTON BABES in either England Drawn out of the Breasts of both Testaments for their Souls Nourishment." The Rev. Mr. Stone of Hartford wrote one for his church, and another, in the most illegible penmanship I am acquainted with, is inscribed on the first record-book of the church in Farmington. It contains such questions as, "Is original sin an exorbitation of a man's whole nature from the whole law, and actual sin the exorbitation of the action from the law?" The youthful mind having become familiar with the distinction between original sin and actual sin, was next asked "Was Adam's transgression carried on in his own person, or was it imputed to his seed?" By which time he must have been ready to exclaim in the words of the next question, "What is this . . . original sin?" However absurd these doctrines may seem to some or hateful to others, to the God-fearing men of old they were the most terrible of realities. The remaining list of school books is a short one. The Bible was, no doubt, read, but it was not an age of Bible Societies and cheap Bibles. The word of God in every household was a costly book handed down with reverence from father to son like that of the cotter of Burns. "The big ha'-Bible, ance his father's pride." Probably some cheaper edition of the New Testament supplied their needs. At a later day in 1815 the overseers of public schools in Farmington adopted the following rules concerning the use of the Bible and Catechism, interesting as showing the reverential and law-abiding spirit of a bygone time.

"The masters will select such lessons from the Bible for those who read therein, as they can best understand; and will frequently explain and inculcate such truths in the course of read-

ing, as lie nearest the level of their capacities, by occasional remarks or a more solemn address; particularly their obligations to honour and obey their parents; to be subject to magistrates and all in authority; to revere the ministers of the gospel; to respect the aged and all their superiors; to reverence the sabbath, the word and worship of God; also to remind them of their dependence on God, of their accountability to him, of their mortality, and of the importance of religion both as a preparation for death, and the only means of true peace, comfort, and usefulness in the world. On Saturdays the masters will teach the children the catechism before mentioned; and it is expected that all such as go through a course of ordinary school learning, will commit the whole to memory, so as to be able promptly to answer every question therein."

The Assembly's Catechism continued in use until 1846, when it was voted to use the "Catechisms of Religious Denominations among us."

The character of the teachers who were to give this religious instruction was carefully considered. By the rules of 1825, 1841, and 1846, each candidate must formally declare his belief in the divine inspiration of the Scriptures.

In 1825 Daboll's Arithmetic was formally introduced into the schools, having been in use for about ten years in the Farmington Academy. Probably it was the first text-book in Arithmetic ever used in our public schools.

In 1805, twenty years before, only "some useful arithmetical tables were ordered by the board of overseers." Previous to the Revolution, Arithmetic was no more taught in the common schools than Differential Calculus is now. It was one of the higher studies considered of no use outside of the counting-room. Slates and blackboards were unknown, and if the pedagogue could put a few columns of figures on paper for some youthful prodigy to foot, he was thought something uncommon, while to read his Bible in Latin and Greek was not an unusual accomplishment.

In 1796 the School Society ordered the introduction of "Webster's Institute in all its parts," and directed that the Bible should be read as the closing exercise of the afternoon. By Webster's Institute in all its parts, was meant: Part First, the famous Spelling Book; Part Second, "A plain and comprehensive Grammar founded on the true principles and idioms of the language,"

which, however, never came into general use; Part Third, "An American Selection of lessons in reading and speaking, calculated to improve the Minds and refine the Taste of Youth," etc., etc., more familiarly known simply as "The Third Part." Webster's Spelling Book held its place for seventy-eight years until it was voted out in 1874, and the school boy no longer reads of the Boy that stole Apples, or of the Milk-maid who prematurely counted her chickens, of Poor Tray, The Partial Judge, and all the other wholesome lessons in morality.

Webster's Third Part, coming after the war of Independence, was largely made up of the patriotic orations of Hancock, Warren, Ames, Livingston, and other American orators, with the Fourth of July oration of Joel Barlow at the North Church in Hartford. It would hardly be read with much enthusiasm by the boy of to-day, but at the beginning of the century every boy was taught to consider himself a possible President of the United States, and school declamations were thought a useful preparation for the future statesman.

The Columbian Orator was introduced in 1818, and Scott's Lessons in Elocution in 1825. Declamation led to dialogue, and soon the last half of the winter term was given up to preparation for the closing exhibition. Moreover, the Hartford Theater had just been opened in 1795, and the *Connecticut Courant* in a long editorial had held it up as a worthy school of morals. The theater was to the Puritan the most alluring portal to the bottomless pit, and all that fostered a love of the drama must be crushed out. Gov. Treadwell, about the year 1800, says of the school visitors, "They have discontinued all attempts at public speaking in declamations, dialogues, and theatrical representations, as not suited to the years of the scholars, as calculated to foster pride, to raise them in their own view into men and women before their time, and like hot-beds to force a premature growth for ignorance and folly to stare at." In place of the proscribed exhibitions, there were introduced annual examinations of the first classes of all public schools of the town which took place in the meeting-house until the year 1818, when they began to be held in the "Union Hall," or upper room of the new Academy building. District vied with district in reading, spelling, and especially in saying the catechism, as they styled it. They were repeated annually until 1822. In 1841 an attempt was made to revive them, and they were held for five years. I remember attending one in

the meeting-house, March 15, 1844, in which, with the exception of a fine display by the West District School under the instruction of Mr. John N. Bartlett, now Superintendent of Schools in New Britain, the exercises were not especially interesting.

In 1816 the Farmington Academy was opened with Mr. Epaphras Goodman as principal, who was succeeded in 1823 by Simeon Hart, Jr., long known and honored by the more familiar name of Deacon Hart. Deacon Hart, who dearly loved to make boys happy, revived in that institution the old school exhibitions. An account of the entertainment concluding his first year in the Academy is preserved in the diary of a very lovely girl of sixteen. As this exhibition had some interesting peculiarities not now associated with dramatic performances, I give a few extracts. The exhibition took place November 13, 1823, in the meeting-house, where a part of the room was curtained off, and the curtains hung with festoons of roses by the young ladies of the school. She says "The scholars met at the schoolroom and walked over in procession. We had two flutes which supplied us with music between the scenes. . . . We had plenty of cake and wine behind the curtains and all was mirth and happiness. Our dialogue was the last — 'Not at Home.' — When that was through the scholars who had been engaged during the evening with speaking, formed a semicircle on the stage and Mr. Porter stood in the center and made a prayer, which closed the exercises of the evening."

In 1826 another exhibition took place, but our youthful diarist was not among the number of the happy actors. For two years the grass had grown above her grave. Most of the actors were scholars from other towns, but a few have familiar names. One of the principal scenes was from the then very famous tragedy of Douglas, by John Home, a minister of the Kirk of Scotland. It was first represented in Edinburgh, when the delighted Scotchmen, wild with enthusiasm, exclaimed with one accord "Where is Wully Shakespeare noo." In this scene, Edward L. Hart, afterwards a very successful and beloved teacher in this town, declaimed the words so familiar to the school-boy ears of our fathers :

" My name is Norval. On the Grampian Hills
My father feeds his flocks, a frugal swain ; "

and Noah Porter, Jr., now the venerable ex-president of Yale, had the part of John, and later in the evening, acted the part of a

Frenchman in a play called "The Will or the Power of Medicine." The next year N. Porter, Jr., Ralph Cowles, and Edward L. Hart, recite a colloquy "On Improvements in Education," and Winthrop M. Wadsworth, then a youth of fourteen, acts the part of John Hickory in "The Country Boy," with Timothy Pitkin, son of the Hon. Timothy Pitkin, as Hotspur. Elijah L. Lewis has the part of Philip in the play of "The Curfew," in which N. Porter, Jr., is a robber disguised as a minstrel.

The example of the Academy boys and girls excited the emulation of the scholars in the district schools, who no longer had the fear of Gov. Treadwell and the school visitors of 1800 before their eyes. The favorite plays were those of a martial order, and happy was the boy who could wear a sword, and in grandiloquent language challenge some other youth to deadly encounter.

I remember seeing the Combat in Sir Walter Scott's *Lady of the Lake* enacted, James Fitz James appearing in the uniform of the Farmington Grenadiers with its Roman helmet and towering white plume, while Roderick Dhu was arrayed in the red and blue uniform; or whatever it was, of the Bushwacker Company.

Before closing the subject of schools, perhaps you will expect some mention of the Indian School in Farmington. In the year 1706 the General Assembly desired "the reverend ministers of the colony" to present to the next Assembly a plan for promoting the conversion of the natives. In 1717 they resolve "that the business of gospelizing the Indians be referred to the sessions of the Assembly in October next." The result, after a long delay, seems to have been the establishment of the somewhat famous Indian school at Mohegan, and of another at Farmington. In October, 1733, "On a report made by the Reverend Mr. Samuel Whitman of Farmington relating to the Indians in said town; This Assembly do appoint Capt. William Wadsworth and Capt. Josiah Hart of said Farmington, to provide for the dieting of the Indian youth at four shillings per week for the time they attend the school in said town." On the 27th of May, 1734, the Rev. Samuel Whitman writes to Gov. Talcott, "May it please your Honour. I understand that ye Act of Assembly relating to ye boarding out of Indian children in order to their being schooled is expired, and having a few moments to turn my thoughts on that affair, hope that ye defects in what is here brokenly offered will be overlooked. I have leisure only to inform your Honour that of the nine Indian lads that were kept at school last winter, 3 can

read well in a testament, 3 currently in a psalter, and 3 are in their primers. Testaments & psalters have been provided for those that read in them, 3 of ye Indian lads are entered in writing and one begins to write a legible hand. I thank the Assembly on their behalf for their care of ym & past bounty to them and pray that that Act of Assembly be revived and continued, not at all doubting but ye pious care of ye government for ye education of ye Indians is pleasing to heaven, and may be of advantage to some of them so yt they may be saved by coming to the knowledge of the truth. I ha'nt time to enlarge but

remain your Honour's humble and Obedient Servant

Sam^l Whitman."

An itemized account was rendered of the amounts paid to Deacon Timothy Porter and seven others named, for the board of these boys. Appropriations for the school were made by the Assembly for three successive years. In the next year, 1736, instead of the annual appropriation, the General Assembly ordered a contribution for civilizing and christianizing of the Indian natives to be taken "at the next public Thanksgiving."

The contribution was duly taken, but, whether from the peculiar regard felt for the Indian or from other causes, it consisted so largely of uncurrent money that the General Assembly at its next session appointed a committee "to receive the contribution money for gospelizing the Indians and exchange the torn bills with the Treasurer."

But let us not forget the schoolmasters of the olden line. The records rarely name them. They give, with labored precision, year after year, long lists of committees, treasurers, collectors and what not, but the schoolmaster, the center and life of the whole system, and the only man we much care to know about, is rarely mentioned. Mr. James is the first master named. This was the Rev. John James, who came from England, where he had been under the instruction of a Mr. Veal, a dissenting minister. We first hear of him in January, 1683, when a committee from Haddam was chosen "to go to New London and speak with Mr. John James in reference to securing him to be our minister." In May, 1684, the town of Farmington "agreed that the town would give twenty-five pounds as a town by the year for the encouragement of Mr. James to teach school and so proportionably so long as the town and he shall agree." In December of the same year they chose a committee "to treat and agree with Mr. James for to teach

school for one year after his year agreed for is up." In December, 1686, the town of Haddam made another and probably successful attempt to secure his services, and voted "that if Mr. James stand in need of a house to live in, he shall have Mr. Noyes's house and orchard and pasture for one year."

Seven years afterwards he began to preach in Derby, where he soon became preacher, schoolmaster, and town clerk. In 1706 he was sick and disabled and removed to Wethersfield, where he died August 9, 1729, aged about 72.

Dr. Stiles, visiting the Prince Library in Boston in 1770, made some memoranda from a letter of Rev. Stephen Mix of Wethersfield, dated September 22, 1729. "He came from England, I should think, 40 years since. Devoted to Books. Was some time Pastor of the church in Derby. Some years before his death he removed hither, living a private life. Delivery very ungraceful. Died a good man." Dr. David Dudley Field, in his "Statistical Account of the Town of Haddam," says, "Some ludicrous anecdotes are transmitted respecting him, and are now widely circulated in the country;" but Dr. Field and most of the good people living in Haddam in 1819 are dead, and the aforesaid anecdotes do not seem to have survived them. The Rev. Gurdon Saltonstall, writing to John Winthrop of an attack on New London by French privateers on the morning of July 17, 1690, alludes to a Mr. James, who was without much doubt our early schoolmaster. He writes, "my wife & family was posted at your Hon^{rs} a considerable while, it being thought to be ye most convenient place for the feminine rendezvous. Mr. James (who commands in cheife among them) upon ye coast alarme given, faceth to ye mill, gathers like a snowball as he goes, make a generall muster at your Hon^{rs}, and so posts away with the greatest speed, to take ye advantage of ye neighbouring rocky hills, craggy inaccessible mountaines; so that w^t ever els is lost, Mr. James & ye women are safe."

In 1705 "the town by vote declared it to be their minds that Mr. Luke Hayes shall not be further employed in teaching of school." This votes implies that he had previously taught, and the title Mr. at that day cannot very well be construed to mean other than Reverend. Two years afterwards they vote that Mr. Luke Hayes shall not be further employed in teaching of school. Luke had married Elizabeth, daughter of Deacon John Langdon, deceased, and lived in the leanto of his house, which stood near the

present site of the South District schoolhouse. Elizabeth died in 1703, and Luke married Maudlin, whose maiden name was probably Daniels. She was a much-marrying woman, having had at least four husbands of various nationalities and colors. First she married Samuel, son of Rev. Samuel Street of Wallingford; next, in 1696, she married Frank Freeman of Farmington, a negro, a man of property, and an office-holder duly elected by the town. He died in a few months, and she married next Luke Hayes, who followed his predecessors in 1712; and in a little more than three years afterwards the records inform us that Maudlin Hayes, widow, on the third of May, 1716, married Dennis Hoogins of Ireland. Seven years later Maudlin is again a widow. Luke's library is inventoried as consisting of one Latin book, which, with other items, was inventoried at eighteen pence, not one-fourth of what the library of his predecessor, Frank Freeman, was valued.

From the close of the administration of Luke Hayes ten years elapse before the name of any succeeding master is recorded. On the 8th of January, 1717-18, the Ecclesiastical Society voted to pay William Lewis, schoolmaster, for teaching school the year past. It is extremely improbable that this was his first year's service, for he was now sixty years old. He was one of the sixteen children of Capt. William Lewis, a son of William Lewis, the immigrant, who arrived in Boston in the ship *Lion* on Sunday, September 16th, 1632. That William Lewis became a schoolmaster is not far to seek. His father married for his second wife Mary, daughter of Ezekiel Cheever, the famous school teacher of New England, who taught school for seventy years, at New Haven, Ipswich, Charlestown, and Boston successively. Ezekiel, a younger brother of William, preached occasionally in Farmington in 1698 after the death of Rev. Samuel Hooker, but afterwards became an assistant teacher in the Latin School of his grandfather, Ezekiel Cheever, in Boston.

Schoolmaster William lived in a house which stood on or very near the site of the Elm-Tree Inn, and was one of the seven houses which the town, on the 31st day of March, 1704, ordered to be fortified and supplied with powder, lead bullets, flints, and half-pikes. This was during the French and Indian War. Not only did Master William Lewis teach school, but the Society appointed him collector to collect of the parents of his scholars their share of the rate bill and the wood tax. For this service he was to receive "five shillings as a reward for his trouble"; but let

no one presume to envy him his reward. The effigy of Queen Anne or of George the First on the coin of the realm was a rare sight to the farmer of 1717. Year by year the town voted how taxes should be paid, and this year ordered payment in wheat at five shillings per bushel, rye at three shillings, and Indian corn at two shillings and eight pence. The office of collector was no sinecure.

It was many years before we learn the name of any succeeding master. The olden time was gone and the modern teachers are well known; nevertheless, I cannot well constrain myself from paying a brief tribute to the memory of the noblest of them all, Deacon Simeon Hart, the teacher of my boyhood. He was a member of this society, admitted in 1840, and a frequent donor to its collections. No minute account of his life is needed. To some of you his face and voice and person were a familiar benediction. Others can read of him on the printed page. I shall confine myself to a very few personal recollections. Most prominent in the character of Deacon Hart was his profound but unaffected piety. Next to his religious life, and growing out of it, through love of his fellow men, appeared his wonderful public spirit. He was no originator of brilliant schemes which ended in failure and the setting by the ears of all participants. Whatever he undertook, his remarkable practical good sense was sure to carry through, and when all was done, he invariably paid much more than his share of the expense. By his foresight and generosity was built the Farmington Female Seminary building with its wide-reaching consequences. He was the first treasurer of the Farmington Savings Bank and its principal founder. Perhaps his next most conspicuous characteristic was his love of farming. I remember hearing him deliver the annual address before the Hartford County Agricultural Society in October, 1849. The Department of Philosophy and the Arts, providing instruction in Agricultural Chemistry, had just been established in Yale College, and Professor John Pitkin Norton, with all the energy and zeal of his enthusiastic nature, was lecturing all over the country about the new science. The notion somehow was prevalent that the farmer had only to send a few pounds of soil from his farm to New Haven for analysis, and then, putting this alongside of the known analysis of the different grains, could at once know how to doctor his farm and pour untold wealth into his granaries.

The object of Deacon Hart's address was to explain what the new science really proposed. It was as successful as most attempts to popularize science. He had much to say also of what seemed to him the delightful life of the farmer, his independence, his long winter evenings for social and intellectual enjoyments, and the firm and vigorous health which crowned his labors. As a schoolmaster, he could not well refrain from closing his address with an extract from the Georgics of Virgil, about the fortunate husbandmen needing no lofty palaces, or gold embroidered garments, or delicate perfumes, but happy in quiet security, honest lives, and abundant riches. Anyone who ever attended school in the front basement room of his house, will doubtless remember the "Catechism of Agricultural Chemistry," edited by Prof. Norton. Other studies were somewhat optional, but that book every boy had to study. None were excused, whether intending to be farmers or merchants or professional men. It made no difference. That book they had to learn. Mr. Hart had a fondness for scientific studies, and many were the brilliant experiments he showed us in that old basement room. His experiments were always successful. He did not say "Young men, we will mix these two colorless fluids and the result will be a brilliant blue," and then have it turn out red. If he said blue, blue it was. His profound religious beliefs and his scientific knowledge did not conflict. The time for plans to harmonize religion and science annually brought out and then laid aside, had not come. I remember on one of those glorious rides to the Tower, which he gave the boys, we noticed a huge rock split from top to bottom, and when the boys asked how it came in that condition, the Deacon, doubtless having in mind a recent Sunday-school lesson, replied, that it might have occurred at the time of the crucifixion, when the earth did quake and the rocks were rent; which was not bad science for the year of grace 1846.

Such, so far as I have been able to describe them, were the schools and schoolmasters of Farmington in the Olden Time. We, in these modern days, have increased the cost of schools many fold. We have introduced studies, the very names of which were unknown to our ancestors. We teach wonders in science which they would speedily have set down to dealings with "that old deluder Sathan." The funds which their pious care provided, our towns and cities have in many cases used in payment of their

debts, and issued bonds for their children to pay. We have broadened our theology, extended our intellectual horizon, put all manner of learning within easy reach of all, but let us not forget that the men and women who went forth from the old log schoolhouse to found and preserve our free institutions and make our modern scholarship possible, have earned our profoundest gratitude, and are worthy of eternal honor.

CATALOGUE

OF THE

NORMAL TRAINING SCHOOL, NEW BRITAIN

TEACHERS

CLARENCE F. CARROLL	280 Arch
<i>Principles of Teaching ; Writing</i>	
RALPH G. HIBBARD	Hillside Place
<i>Reading</i>	
CLARA W. MINGINS	447 Arch
<i>Kindergarten ; Theory ; Training</i>	
M. GERTRUDE FENN	54 South High
<i>Drawing ; Literature</i>	
JENNIE DARLINGTON	102 Park
<i>Model School ; Theory ; Training</i>	
GEORGE P. PHENIX	20 Vine
<i>Natural Science</i>	
ELIZABETH L. ALLYN	23 Cedar
<i>Arithmetic ; Geography</i>	
JENNIE M. BANKS	12 Hawkins
<i>Kindergarten ; Model School</i>	
EMILY J. PARKER	22 Grove Hill
<i>Drawing ; Language</i>	
CHARLES A. KUNOU	27 Walnut
<i>Manual Training</i>	
HELEN J. BUNCE	72 Maple
<i>Model School</i>	
JENNIE HICKOK	23 Cedar
<i>Natural Science</i>	
GERTRUDE L. RHOADES	24 Maple
<i>Model School ; Training</i>	
MARY G. PEABODY	12 Hawkins
<i>Latin ; Librarian</i>	
IDA E. VIETS	447 Arch
<i>Kindergarten</i>	
ESTHER D. GILL	72 Park
<i>Singing ; Arithmetic</i>	

MARY E. HARPER	519 Arch
<i>Model Schools; Writing</i>	
E. INE BROWN	Wallingford
<i>Model Schools</i>	
HELENA D. COWLES	41 Bassett
<i>Model School; Training</i>	
MARY A. FREEMAN	47 Hart
<i>Model School; Training</i>	
MATTIE A. COLE	Bristol
<i>Model Schools; Training</i>	
KATE S. ANDERSON	50 Court
<i>Physical Training</i>	
EMILY H. VIETS	447 Arch
<i>Kindergarten; Slöjd</i>	
JESSIE E. GUERNSEY	12 Hawkins
<i>English; History</i>	
ELIZABETH MARY BLAKESLEE	97 Hart
<i>Latin; Greek; English</i>	
LIEUT.-COL. ALFRED E. THOMPSON	244 Main
<i>Military Drill</i>	
BERTHA M. MCCONKEY	South Manchester
<i>Model Schools; Training</i>	
ALICE S. MCQUAID	1 Prospect
<i>Stenography</i>	
LUCY B. WHITE	97 Hart
<i>Mathematics; English</i>	
CARRIE H. CONLEY	191 Lake
<i>Cooking</i>	
MILLIE ARMS	45 South High
<i>Model School; Training</i>	
LINA H. WEED	South Manchester
<i>Model School</i>	
GEORGIANNA MINOR	South Manchester
<i>Kindergarten</i>	
FANNY P. BROWN	Bristol
<i>Kindergarten</i>	

LECTURERS

EDWARD D. ROBBINS	Hartford
CHARLES D. HINE	227 West Main
EDWARD K. ROOT, M.D.	Hartford

JANITOR

AMOS F. BRUMBAUM	81 Hart
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COURSE OF INSTRUCTION

The course of instruction offered is organized in three sections :

THE NORMAL SCHOOL.

THE TRAINING OR MODEL SCHOOLS.

THE KINDERGARTEN.

These sections are not independent, but contribute in their several and appropriate spheres to "the training of teachers in the art of instructing and governing in the public schools of the State."

The Kindergarten also does a related but independent work in training Kindergartners.

Students will be required to remain in the school until they are in the opinion of the faculty prepared to teach. No one can enter the training and practice department without furnishing satisfactory evidence of a thorough acquaintance with the subjects which must be taught in the common schools.

A certificate of graduation from a high school or the State teachers' certificate is evidence, though not conclusive evidence, that the holder has received an education sufficient to warrant a short course. No part of the training course can be omitted.

I. NORMAL SCHOOL

TERMS OF ADMISSION

A class is admitted at the beginning of each school year.

EXAMINATIONS.—All candidates for admission to the Junior class are examined in the following subjects :

- | | |
|-------------------------|--------------|
| 1 Spelling | 3 Arithmetic |
| 2 English Grammar | 4 Geography |
| 5 United States History | |

THE REGULAR EXAMINATIONS FOR ADMISSION are held in different parts of the State in the month of *July* and at the Normal School building on the first day of the school year. These examinations are wholly in writing.

In the summer of 1892 examinations will be held in the following towns :

Hartford	New Haven	
New Britain	Meriden	Stonington
Thompsonville	Waterbury	Colchester
	Derby	
Bridgeport	Winsted	Rockville
South Norwalk	New Milford	Stafford Springs
Stamford	Litchfield	Ellington
Danbury	Canaan	
		Willimantic
Middletown	Norwich	Putnam
Essex	New London	Plainfield

Dates and places of entrance examinations will be given upon application to the Principal.

CERTIFICATES OF GRADUATION FROM HIGH SCHOOLS IN THIS STATE, OR STATE TEACHERS' CERTIFICATES, are accepted in place of examination.

THREE YEARS' SUCCESSFUL EXPERIENCE IN TEACHING will also be accepted in place of examination. Those intending to enter under this provision should correspond with the Principal.

AGE.—No one under sixteen can be admitted to the Junior class, nor to an advanced standing, without corresponding increase in age.

TESTIMONIALS.—Each candidate must bring satisfactory testimonials as to character and attainments from a school visitor of the town in which he or she resides.

INTENTION TO TEACH.—All candidates must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to engage in that employment in this State.

COURSE OF STUDY

FIRST YEAR

Arithmetic	4 recitations	20 weeks
Geometry	5 "	13 "
Language	5 "	13 "
Grammar	5 "	13 "
English Authors	5 "	13 "
Chemistry	5 "	13 "
Physiology	5 "	13 "
Physics	4 "	40 "
*Physical Geography	4 "	4 "
United States History	5 "	20 "
General History	5 "	20 "
Geography, Social and Political	4 "	13 "
Reading	2 "	20 "
Singing	5 "	20 "
Drawing	5 "	20 "
Physical Training	2 "	26 "
Slöjd	5 "	13 "
Psychology	3 "	10 "
Writing	2 "	20 "
Cooking	2 "	20 "

SECOND YEAR

Pedagogy	2 recitations	20 weeks
English Authors	4 "	13 "
Physics	4 "	13 "
Methods, four subjects	5 "	20 "
Physical Training	3 "	20 "
Drawing and Modeling	4 "	20 "
Workshop	2 "	20 "
Botany	5 "	10 "
Geology	4 "	5 "
Biology and Zoölogy	4 "	10 "
Practice and Criticism	10 "	20 "

III. THE KINDERGARTEN

The members of the Senior classes in the Normal School observe frequently in the Kindergarten. The Kindergarten gives to this class a careful statement of the principles and theory involved, and instructs them in the occupation relating to primary work.

* Physical Geography is taught chiefly in connection with Physics.

SPECIAL TRAINING COURSE — TERMS OF ADMISSION.

Classes are admitted at the beginning of each year.

The course includes training to teach in primary schools, and cannot be completed in less than two years.

REQUIREMENTS. — Candidates must pass a satisfactory examination in Penmanship, Spelling, Arithmetic, and English, and must be well informed and well read.

EXAMINATIONS will be held at same times and places as for entrance to Normal School.

AGE. — No one under seventeen years of age can be admitted.

TESTIMONIALS. — Each candidate must bring satisfactory testimonials as to character, and must show fitness for this special work.

EXPENSE. — Fifteen dollars covers the cost of material.

DIPLOMA. — A special diploma is awarded.

I. The first five months are spent in observation in the Kindergarten and in study of the special subjects.

The students then begin to teach. The special studies are continued.

Every student in this department must thoroughly understand and be able to practice the Fröbel System.

II. *Theory.* — The order and manner of the development of children through Kindergarten instruction is fully brought out in lectures.

III. *Special Subjects.*

1 Biology	8 Coloring
2 Botany	9 Inventional Geometry
3 Physics	10 Manual Work
4 Chemistry	11 Gymnastics
5 Physiology	12 Singing
6 Freehand Drawing	13 Literature
7 Modeling	14 Penmanship

SPECIAL COURSES

Students may receive special instruction in Natural Science, Physical Training, Drawing, Modeling, Color, Cooking, Manual Training and Mechanical Drawing,

and Writing, provided they declare their intention to teach in Connecticut. A special diploma will be awarded for excellence in any of these courses.

All graduates of the school will be competent to give elementary instruction in these subjects.

PHYSICAL TRAINING

The gymnasium is furnished with the most approved apparatus. A special teacher is employed. Classes devote one period each day to physical training. In addition to class exercises, work adapted to individual needs is given to each student.

The Del Sarte and the Swedish systems are taught in connection with the work described above.

MANUAL TRAINING

The workshop is large and well equipped.

The classes are all trained in the Slöjd system of wood-work, and mechanical drawing. Students make a considerable number of pieces of apparatus which they can use later in teaching elementary science.

Scholars of the model schools are also thoroughly instructed in the use of tools, and practice regularly in the workshop.

THE LIBRARY

The library now contains 5,000 miscellaneous books and 500 text-books.

A card catalogue, classifying by topics, has been completed.

Students are trained to use the library. Most lessons assigned are topical, and must be studied by using references given by instructors.

The reading-table is supplied with magazines, educational journals, miscellaneous papers, and daily newspapers.

TERMS AND VACATIONS

There is in the year one term of forty weeks. The year begins about the first of September and ends the following June. There are recesses at Thanksgiving and Christmas, and in the month of April.

EXPENSES

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this State.

Necessary text-books are provided without charge. Pupils are advised to purchase a few reference books.

The average cost of board without washing is about \$4.00 per week. The total average cost per pupil, not including amount paid for clothing and traveling expenses, is about \$200 per year.

Many do their own housework and reduce the expenses of board to about one-half the sum named above.

Comfortable rooms and good board can be secured after the students arrive at New Britain. At the beginning of the term the Principal will always be found at the Normal School building, and will assist new comers in finding boarding places.

VISITORS

All departments are open to visitors interested in education. Teachers from schools of the State are especially welcome.

GRADUATION

The diploma is awarded to those who attain the required standard of scholarship in every prescribed subject, exhibit a good degree of skill in teaching and governing children and pass the State examination.

There are no formal graduation exercises. Candidates are excused when they have satisfied the requirements of the different departments. Diplomas are given out at the close of the summer term only.

Those who receive at the State Examination an "honor certificate" shall be granted a diploma certifying that they have graduated "with honor."

Those who take the prescribed course in either State Normal School to the satisfaction of the faculty and also receive the additional certificate of especial excellence either in English or in Mathematics, or in Elementary Science, or in History and Civil Government, shall be granted a diploma certifying that they have graduated "with great honor."

Those who take a prescribed graduate course in either State Normal School to the satisfaction of the faculty thereof and also receive an additional certificate of especial excellence in English, Mathematics, Physics, and Chemistry, or in English and Science, or in English History and Social Science, or in Pedagogy and the History of Education, shall be granted a diploma certifying that they have graduated "with the highest honor."

GRADUATES

The Normal School cannot supply the demand for trained teachers. Many towns and districts in the State employ only trained teachers, so far as this is possible.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by a course in the Training School.

LIST OF STUDENTS

NORMAL TRAINING DEPARTMENT

GRADUATES OF JANUARY, 1891

Allyn, Grace M.	.	.	.	.	<i>Hebron</i>
Barber, Jessie	.	.	.	.	<i>Elmwood</i>
Bell, Minnie M.	.	.	.	.	<i>South Norwalk</i>
Brown, E. Ine	.	.	.	.	<i>Wallingford</i>
Bryan, Charlotte P.	.	.	.	.	<i>Rowayton</i>
Cashman, Nellie M.	.	.	.	.	<i>Kensington</i>
Dyson, Sarah H.	.	.	.	.	<i>New Britain</i>
Ericsson, Jennie A.	.	.	.	.	<i>Cos Cob</i>
Foster, Mary E.	.	.	.	.	<i>Meriden</i>
Gorman, Mary C.	.	.	.	.	<i>New Britain</i>
Guilfoil, Kate E.	.	.	.	.	<i>Hartford</i>
Guinan, Mary E.	.	.	.	.	<i>Hartford</i>
Hall, Eda L.	.	.	.	.	<i>New Canaan</i>
Holbrook, Mary C.	.	.	.	.	<i>Norwich</i>
Joyce, Lena P.	.	.	.	.	<i>Montville</i>
*Keiler, Catharine	.	.	.	.	<i>East Hartford</i>
Lyon, Jessie H.	.	.	.	.	<i>Darien</i>
Minor, Mary E.	.	.	.	.	<i>Plymouth</i>
Parsons, Agnes D.	.	.	.	.	<i>New Britain</i>
Rising, Margaret L.	.	.	.	.	<i>West Suffield</i>
Scofield, A. Louise	.	.	.	.	<i>Stamford</i>
Simonson, Jessie	.	.	.	.	<i>New Britain</i>
Sterne, Minnie	<i>Hartford</i>
Utley, Annie M.	<i>Willimantic</i>
Walker, Effie G.	<i>South Hadley Falls, Mass.</i>

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NORMAL TRAINING DEPARTMENT

GRADUATES OF JUNE, 1891

Abbott, Alvaretta P.	<i>Milford</i>
Bannell, Bertha J.	.	.	.	.	<i>North Haven</i>
Brannan, S. Louise	.	.	.	.	<i>West Hartford</i>
Ericson, Anna E.	.	.	.	.	<i>Ridgefield</i>
Gard, F. Ione	.	.	.	.	<i>Meriden</i>

* Died October, 1891.

Hanna, Leonora S.	.	.	.	.	<i>New Britain</i>
Hayes, Stella E.	.	.	.	.	<i>West Granby</i>
Holmes, Alice D.	.	.	.	.	<i>Avon</i>
Long, Mary A.	.	.	.	.	<i>Farmington</i>
Mainwaring, May	.	.	.	.	<i>New York City</i>
Maloy, Rose A.	.	.	.	.	<i>Hartford</i>
Marvin, Joseph E.	.	.	.	.	<i>Westport</i>
Miller, Sarah B.	.	.	.	.	<i>Middlefield</i>
Miller, Sarah I.	.	.	.	.	<i>Redding</i>
Munson, Lena M.	.	.	.	.	<i>Northfield</i>
Pinney, Margaret F.	.	.	.	.	<i>Bloomfield</i>
Quigg, Mary B.	.	.	.	.	<i>New Canaan</i>
Smith, M. Grace	.	.	.	.	<i>Chatham</i>
Strong, Harriet V.	.	.	.	.	<i>Meriden</i>
Strong, Jennie D.	.	.	.	.	<i>Manchester</i>
Tucker, A. Rosella	.	.	.	.	<i>Middletown</i>
Washburn, Clara M.	.	.	.	.	<i>Windsor Locks</i>
Washburn, Ella A.	<i>Hartford</i>
Winslow, Emma E.	<i>Bristol</i>
Woolsey, Alice A.	<i>Milford</i>

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PRIMARY TRAINING CLASS

GRADUATES OF JUNE, 1891

Barry, M. Josephine	<i>New Britain</i>
Burnham, Isabella,	.	.	.	.	<i>Winsted</i>
Butler, Kate L.	.	.	.	.	<i>West Hartford</i>
Hutchinson, Kate W.	.	.	.	.	<i>Essex</i>
Minor, Georgianna	<i>Middletown</i>
Viets, Emily H.	<i>New Britain</i>
Wilson, Annie B.	<i>Windsor</i>

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KINDERGARTEN TRAINING DEPARTMENT

GRADUATES OF JUNE, 1891

Brown, Fanny P.	<i>Washington</i>
Brown, Maud L.	.	.	.	.	<i>New Britain</i>
Barry, M. Josephine	.	.	.	.	<i>New Britain</i>
Burnham, Isabella	.	.	.	.	<i>Winsted</i>
Butler, Kate L.	.	.	.	.	<i>West Hartford</i>
Hutchinson, Kate W.	.	.	.	.	<i>Essex</i>
Minor, Georgianna	<i>Middletown</i>
Viets, Emily H.	<i>New Britain</i>
Wilson, Annie B.	<i>Windsor</i>

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NORMAL TRAINING DEPARTMENT

SENIOR CLASS.—SECTION A

Ahern, Alice J.	<i>Hartford</i>	
Bennett, Annie	<i>Salisbury</i>	191 Lake
Bennett, Cora M.	<i>Huntington</i>	50 Camp
Bowe, Margaret E.	<i>New Britain</i>	186 East Main
Clancy, Nora E.	<i>Scitico</i>	42 Church
Clark, E. Abbe	<i>New Britain</i>	113 Hart
Clark, Minnie L.	<i>New Britain</i>	113 Hart
Claven, Margaret	<i>Norwalk</i>	213 Burritt
Cullum, Mary A.	<i>Waterbury</i>	
Dennison, Jessie K.	<i>New Hartford</i>	
Dutting, Frances E.	<i>Middletown</i>	48 Camp
Flynn, Nellie M.	<i>East Hartford</i>	
Golding, Ada H.	<i>Norwalk</i>	15 Hawkins
Greene, Mary E.	<i>Westminster</i>	35 Hawkins
Gridley, Edith M.	<i>Southington</i>	17 Hawkins
Hadley, Anna	<i>Meriden</i>	
Hamm, S. Pearl	<i>North Canaan</i>	42 Cedar
Hill, Maude M.	<i>Meriden</i>	
Hunter, Jeannette B.	<i>Thompsonville</i>	45 South High
Ingalls, Grace M.	<i>Cooperstown, N. Y.</i>	46 Grand
Johnson, Lillian E.	<i>Pequabuck</i>	17 Hawkins
Kinsman, Louise H.	<i>Hartford</i>	
Leonard, Ida H.	<i>Durham</i>	Winthrop
Lester, Mabel C.	<i>Silver Lane</i>	
Marihugh, Katharine	<i>North Haven</i>	
Riley, Mary A.	<i>Hartford</i>	
Selleck, Elizabeth	<i>Salisbury</i>	191 Lake
Small, Matilda	<i>North Truro, Mass.</i>	46 Grand
Smith, Minnie J.	<i>Hartford</i>	
Thompson, F. May	<i>Avon</i>	Elm
Welles, Emily H.	<i>Meriden</i>	121 West Main
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SENIOR CLASS.—SECTION B

Abell, Margery	<i>East Hampton</i>	21 Hart
Allen, Carrie S.	<i>Unionville</i>	
Ambler, Maude S.	<i>Schenectady, N. Y.</i>	21 Hart
Andrews, Helen F.	<i>Farmington</i>	35 Hawkins
Babcock, Laurretta H.	<i>Branford</i>	19 Court
Barker, Ella L.	<i>New Britain</i>	223 South Stanley
Begley, Margaret E.	<i>New Britain</i>	420 Main
Bicknell, Ellen H.	<i>Hawaii, Sandwich Islands</i>	92 Grand
Bidwell, Delia M.	<i>Bloomfield</i>	36 South High
Bishop, Jessie R.	<i>Cheshire</i>	19 Court

Bishop, Mary L.	<i>Cheshire</i>	19 Court
Blackmer, Jennie	<i>Windsor Locks</i>	
Bowers, Bertha N.	<i>New Britain</i>	77 Maple
Case, Alice L.	<i>North Canton</i>	95 Maple
Catran, Margaret E.	<i>Portland</i>	
Chase, Lena	<i>Terryville</i>	
Clark, Mary E.	<i>Windsor Locks</i>	
Corbin, Minnie B.	<i>New Britain</i>	103 Camp
Coyle, Annie E. F.	<i>Waterbury</i>	519 Main
Cuzner, Laura J.	<i>Nauvuc</i>	79 Prospect
Dalzell, Anna M.	<i>Bristol</i>	
Fairchild, Edith	<i>Middletown</i>	343 West Main
Fenn, Bessie M.	<i>Plainville</i>	
Fernquist, Hilma C.	<i>Hartford</i>	41 Grand
Flynn, Elizabeth	<i>Gildersleeve</i>	
Forsman, Agnes	<i>New Britain</i>	146 Hart
Fox, Grace E.	<i>Hockanum</i>	300 Chestnut
Francis, Emma L.	<i>Newington Junction</i>	
Fuller, Margaret E.	<i>Schuyler, Neb.</i>	30 Griswold
Gerard, Grace A.	<i>New Britain</i>	14 Vine
Gilligan, Elizabeth F.	<i>West Suffield</i>	41 Grand
Gillum, Minerva M.	<i>East Norwalk</i>	15 Hawkins
Gould, Jeannette E.	<i>Portland</i>	
Griffin, Sarah L.	<i>Suffield</i>	35 Hawkins
Griswold, Leonora A.	<i>Killingworth</i>	163 West Main
Hathaway, Etta B.	<i>West Hartford</i>	41 Grand
Havens, Mary A.	<i>Meriden</i>	
Hawley, Grace M.	<i>Nichols</i>	21 Hart
Helgren, Louise O.	<i>Parkville</i>	
Helion, Margaret T.	<i>Hartford</i>	
Hooker, Georgietta	<i>New Britain</i>	126 Camp
Jennings, M. Emma	<i>Greenfield Hill</i>	50 Camp
Joy, Nellie T.	<i>Torrington</i>	93 Lafayette
Judd, Mary I.	<i>Unionville</i>	
Kearney, Maggie A.	<i>Poquonock</i>	
Kelleher, Josie A.	<i>Seymour</i>	93 Lafayette
Kennedy, Annie M.	<i>Wallingford</i>	
Lanphier, Julia R.	<i>Branford</i>	19 Court
Little, Edith E.	<i>Cheshire</i>	163 West Main
Loomis, Clara E.	<i>South Manchester</i>	50 Camp
Maloney, Elizabeth I.	<i>New Britain</i>	213 Burritt
Marihugh, Katherine E.	<i>North Haven</i>	
Mason, Mattie E.	<i>Meriden</i>	
McElligott, Mary	<i>Waterbury</i>	
Miller, Bertha L.	<i>Hartford</i>	
Miskill, Agnes M.	<i>Enfield</i>	
Monahan, Julia A.	<i>Southington</i>	
Nettleton, Orrie E.	<i>Killingworth</i>	163 West Main

Newberry, Edith	<i>South Windsor</i>	56 Hawkins
Nichols, May S.	<i>Nichols</i>	21 Hart
Nolan, Alice K.	<i>Stamford</i>	48 Camp
Noonan, Mary F.	<i>Hartford</i>	
Packard, Helen J.	<i>Rockville</i>	
Parkhurst, Mabel	<i>Hartford</i>	
Parsons, Annah T. L.	<i>New Britain</i>	46 Camp
Pausch, Clara A.	<i>Hartford</i>	
Peck, George A. E.	<i>Ansonia</i>	42 Cedar
Porter, Ethelene	<i>Farmington</i>	
Prochnow, Sophia C.	<i>Collinsville</i>	210 Main
Quilter, Rose I.	<i>New Hartford</i>	95 Maple
Robotham, Alida J.	<i>Unionville</i>	48 Camp
Russell, Margaret	<i>Stafford Springs</i>	519 Arch
Schwab, Josephine H.	<i>Hartford</i>	
Scott, Frances M.	<i>Amenia Union, N. Y.</i>	36 South High
Steele, Annie M.	<i>Thompsonville</i>	
Steele, May L.	<i>New Haven</i>	
Stinson, Minnie I.	<i>Windsor Locks</i>	
Tatem, F. May	<i>New Britain</i>	38 Camp
Thompson, Edith E.	<i>Highland Park</i>	Cor. Clark and North
Toohey, Margaret	<i>New Britain</i>	81 Chestnut
Towner, Anna P.	<i>Branford</i>	36 South High
Trowbridge, Kate T.	<i>Stamford</i>	48 Camp
Turner, Millie L.	<i>Middletown</i>	79 Prospect
Tuttle, Ida M.	<i>West Haven</i>	36 South High
Wilkinson, Minna	<i>South Manchester</i>	
Wood, Winnifred A.	<i>Waterbury</i>	87 Prospect
		86

KINDERGARTEN TRAINING DEPARTMENT

SENIOR CLASS

Alexander, Flora E.	<i>East Windsor Hill</i>	15 Hawkins
Bowers, Mary C.	<i>New Britain</i>	77 Maple
Cheney, Frances E.	<i>Hartford</i>	
Clark, Gertrude M.	<i>East Granby</i>	64 Grand
Cook, Sarah E.	<i>New Haven</i>	36 South High
Dates, Bertha S.	<i>New Britain</i>	280 Arch
Hance, Sadie M.	<i>New Britain</i>	88 Grove Hill
Hawkins, Alice S.	<i>Hartford</i>	
Hopkins, Mertie J.	<i>Provincetown, Mass.</i>	36 South High
Marshall, Eva L.	<i>East Hartford</i>	
Moseley, Georgia M.	<i>Hartford</i>	
Oviatt, Annie M.	<i>West Hartford</i>	48 Camp
Partridge, M. Louise	<i>Mystic</i>	23 High
Scudder, M. Lizzie	<i>Newtown</i>	46 Camp
Sheldon, Bertha L.	<i>New Britain</i>	36 South High

Smith, Bessie H.	<i>Wethersfield</i>	
Stull, Mary E.	<i>Provincetown, Mass.</i>	36 South High
Thrall, Ida R.	<i>Hartford</i>	
Welles, Elizabeth W.	<i>New Britain</i>	79 Prospect
Wessel, Clara G.	<i>New Britain</i>	39 Maple
		20

NORMAL TRAINING DEPARTMENT

JUNIOR CLASS

Adams, Nellie M.	<i>Suffield</i>	
Allworth, Ida B.	<i>Deep River</i>	519 Arch
Apgar, Nellie	<i>Waterbury</i>	59 Walnut
Armstrong, Isabella J.	<i>Stonington</i>	50 Camp
Armstrong, Louise H.	<i>Hampton, Va.</i>	102 Park
Austin, Mary J.	<i>Waterbury</i>	
Avery, Gertrude	<i>Talcottville</i>	
Backes, Henrietta E.	<i>Wallingford</i>	
Bagley, Julia A.	<i>Meriden</i>	
Baldwin, Lucy	<i>Birmingham</i>	36 South High
Barber, Lulu J.	<i>West Torrington</i>	63 Walnut
Barnard, Cornelia	<i>Windsor</i>	
Barney, Emma F.	<i>South Hadley Falls, Mass.</i>	88 Grove Hill
Bartliff, Emma F.	<i>South Manchester</i>	
Beach, Ida L.	<i>Woodmont</i>	153 Arch
Beane, Laura E.	<i>New Britain</i>	93 Arch
Bedell, Laura E.	<i>New Britain</i>	93 Arch
Begley, Delia G.	<i>New Britain</i>	420 Main
Blake, Mary J.	<i>Hartford</i>	
Bradley, Lizzie H.	<i>Stonington</i>	50 Camp
Bransfield, Julia	<i>Portland</i>	
Bransfield, Margaret	<i>Portland</i>	
Britton, May F.	<i>Hartford</i>	
Brown, Edith	<i>Chatham</i>	79 Prospect
Bryant, Fannie M.	<i>Hartford</i>	
Bubser, Anna A.	<i>Hartford</i>	
Buckmaster, Mabel R.	<i>Waterbury</i>	
Bullard, Emeline A.	<i>Canaan</i>	3 Griswold
Burke, Mary	<i>Vernon</i>	
Burnham, Harriet E.	<i>Bloomfield</i>	63 Walnut
Burnham, Sarah B.	<i>Bloomfield</i>	44 Walnut
Burns, Lucy E.	<i>Waterbury</i>	
Butler, Lottie A.	<i>Hartford</i>	
Camp, Augusta L.	<i>Newington</i>	
Campbell, Sadie G.	<i>Westport</i>	47 Grand
Carey, Nora C.	<i>Cromwell</i>	93 Hartford Avenue
Carmody, Elizabeth A.	<i>Hartford</i>	
Carroll, Agnes M.	<i>East Hartford</i>	

Carroll, L. May	<i>Yalesville</i>	
Casey, Nellie	<i>Meriden</i>	
Clark, Alma B.	<i>West Simsbury</i>	75 Hawkins
Clark, Anna M.	<i>Brookfield, Vt.</i>	Hartford
Clark, Fannie E.	<i>Norwalk</i>	519 Arch
Clark, Ida M.	<i>Bristol</i>	
Clough, M. Gertrude	<i>New Britain</i>	74 Greenwood
Coer, Maria M.	<i>Waterbury</i>	
Cone, Emma L.	<i>Waterbury</i>	170 Chestnut
Cooley, Emma J.	<i>New Britain</i>	76 Church
Cope, Grace M.	<i>Thompsonville</i>	
Cordon, Josephine	<i>Birmingham</i>	615 Main
Corrie, Frank	<i>Sumner, Ill.</i>	46 Walnut
Cottle, Amy	<i>Waterbury</i>	
Coughlan, Mary C.	<i>Waterbury</i>	
Crane, Nellie O.	<i>Suffield</i>	
Cummings, M. Rose	<i>Hartford</i>	
Curtis, Effie B.	<i>Glastonbury</i>	21 Hart
Dagnall, Marie	<i>Portland</i>	
Dakin, Clare M.	<i>Lakeville</i>	48 Camp
Davis, Grace M.	<i>Plainville</i>	
Deming, May B.	<i>New London</i>	30 Church
Deming, Ruth A.	<i>Winsted</i>	34 Prospect
Denison, Frances R.	<i>Hartford</i>	
Dibble, Elsie E.	<i>East Hartford</i>	
Dodd, Mary I.	<i>East Orange, N. J.</i>	519 Arch
Duggan, Margaret F.	<i>Windsor Locks</i>	
Dunham, Alice G.	<i>Hartford</i>	
Dunlap, Lucy W.	<i>Hartford</i>	
Dunne, Elizabeth	<i>Meriden</i>	
Dunsing, Clara A.	<i>New Haven</i>	
Eagen, Margaret A.	<i>Parkville</i>	
Filon, Mary T.	<i>Hartford</i>	
Flanagan, Josephine A.	<i>Waterbury</i>	
Flanagan, Margaret	<i>Unionville</i>	
Flynn, Stacia	<i>Portland</i>	
Frink, Mary C.	<i>Brookfield, Vt.</i>	36 South High
Gable, Mary Y.	<i>Salem, N. J.</i>	191 Lake
Gallup, Anna B.	<i>Ledyard</i>	69 Walnut
Galvin, Agnes M.	<i>Waterbury</i>	
Gantley, Annie C.	<i>Windsor Locks</i>	
Garrity, Sarah D.	<i>Hartford</i>	
Gates, Edith S.	<i>Hartford</i>	
Gauthier, Mary B.	<i>Goshen</i>	35 Hawkins
Gay, Ella B.	<i>Meriden</i>	
Gilbert, Lillie M.	<i>Wethersfield</i>	
Gladden, Florence M.	<i>New Britain</i>	67 Gladden
Gladstone, Charlotta A.	<i>Manchester Green</i>	

Glen, Christine F.	<i>Hartford</i>	
Gold, Cassie L.	<i>Washington</i>	46 Camp
Goodrich, Lillys M.	<i>Hartford</i>	
Graeber, Antoine D.	<i>Meriden</i>	
Harris, Bessie R.	<i>Suffield</i>	
Harris, Lilla M.	<i>Hartford</i>	
Hatch, Annie W.	<i>Provincetown, Mass.</i>	36 South High
Hatheway, Hattie H.	<i>West Hartford</i>	41 Grand
Holcomb, Fannie	<i>Canaan</i>	42 Cedar
Hollister, Etta	<i>Manchester</i>	
Hotchkiss, Mabel E.	<i>Cheshire</i>	87 Prospect
Huested, Fannie E.	<i>Stamford</i>	94 Camp
Huested, Florence	<i>Stamford</i>	94 Camp
Hutchinson, Georgiana	<i>Norwalk</i>	48 Camp
Hyde, Katherine	<i>East Hampton</i>	15 Prospect
Johnson, Alice A.	<i>East Hartford</i>	
Johnstone, Evelyn M.	<i>Thompsonville</i>	
Jones, Alice	<i>New Britain</i>	194 South Main
Jones, Lizzie M.	<i>Unionville</i>	130 Beaver
Kearney, Rosanna	<i>Meriden</i>	
Kelley, Josephine F.	<i>Windsor Locks</i>	
Kemp, Myrta E.	<i>North Adams, Mass.</i>	33 Maple
Kennedy, Minnie A.	<i>Southington</i>	
Kerrigan, Julie	<i>Danbury</i>	170 Chestnut
Kershaw, Harriet E.	<i>Waterbury</i>	
Kilbourne, Alice	<i>South Egremont, Mass.</i>	10 Liberty
Killin, Kate F.	<i>Hartford</i>	
Lahey, Mary E.	<i>Waterbury</i>	
Langdon, Amanda	<i>Canaan</i>	3 Griswold
Leigh, Maude	<i>Meriden</i>	
Lines, May	<i>Waterbury</i>	
Lobdell, Bessie F.	<i>Hartford</i>	
Magill, Elizabeth H.	<i>Hartford</i>	
Mallinder, Florence G.	<i>Meriden</i>	
Marggraff, Lena C.	<i>Waterbury</i>	
Martin, Mary E.	<i>Hartford</i>	
McCue, Lizzie	<i>Stamford</i>	48 Camp
McGrath, Bridget V.	<i>Windsor Locks</i>	
McIntyre, Kate F.	<i>Hartford</i>	
McKee, Florence T.	<i>Farmington</i>	35 Hawkins
Meehan, Minnie E.	<i>New Britain</i>	89 Grove
Merrill, Nellie L.	<i>Newington</i>	
Merwin, Alice E.	<i>New Haven</i>	
Miller, Grace E.	<i>Middlefield</i>	Bassett
Mitchell, Jean M.	<i>Shelton</i>	94 Griswold
Mitchelson, Nancy M.	<i>Hartford</i>	41 Grand
Morey, Fannie	<i>Westport</i>	63 Walnut
Moriarty, Rose A.	<i>Hartford</i>	

Morris, Cornelia A.	<i>Hartford</i>	
Murphy, Kate T.	<i>Stamford</i>	48 Camp
Muir, Grace M.	<i>New Britain</i>	364 Elm
Musson, Mary E.	<i>Gilbertsville, N. Y.</i>	Hartford
Newberry, Estelle	<i>South Windsor</i>	56 Hawkins
Newton, Grace S.	<i>Hartford</i>	
Nichols, Mabel A.	<i>Naugatuck</i>	63 Walnut
O'Brien, Mary J.	<i>Gildersleeve</i>	
O'Donnell, Catherine O.	<i>Terryville</i>	
Parker, Elizabeth S.	<i>New Britain</i>	22 Grove Hill
Parker, Jessie I.	<i>Meriden</i>	
Peck, Grace L.	<i>Newtown</i>	50 Court Place
Penfield, Emma	<i>Bristol</i>	
Perkins, Jennie	<i>West Winsted</i>	126 Chestnut
Pierpont, Estelle I.	<i>New Britain</i>	129 Camp
Pistorius, Minnie A.	<i>Meriden</i>	
Purrlington, Jennie E.	<i>Terryville</i>	
Ramsey, Clara L.	<i>New Britain</i>	394 Park
Ray, Flora B.	<i>Meriden</i>	
Reiley, Annette E.	<i>Farmington</i>	
Richardson, Edith M.	<i>Hartford</i>	
Rogers, M. Louise	<i>Hartford</i>	
Rose, Maud M.	<i>Ivoryton</i>	23 Cedar
Rowley, Hattie I.	<i>Newington</i>	
Ryan, Caroline A.	<i>Meriden</i>	
Ryan, Marie V.	<i>Meriden</i>	
Schermerhorn, Alice A.	<i>Newtown</i>	19 Court
Seipel, Florence	<i>New Britain</i>	2 Cherry
Sheldrick, Josie M.	<i>Essex</i>	63 Walnut
Simpson, Margaretta T.	<i>Branford</i>	36 South High
Smart, Leila M.	<i>Hartford</i>	
Smith, Beatrice S.	<i>Winsted</i>	49 Park Place
Smith, Belle E.	<i>New Britain</i>	137 East Main
Smith, Ellen C.	<i>West Haven</i>	53 South High
Smith, Jennie J.	<i>Hartford</i>	42 Russell
Smith, Nellie F.	<i>Manchester</i>	
Spencer, Grace C.	<i>Hartford</i>	98 Church
Squires, May E.	<i>New Britain</i>	23 Cedar
Stewart, F. Dott	<i>Cobalt</i>	Hartford
Stewart, Ida L.	<i>Bristol</i>	
Stillman, Clara M.	<i>Rocky Hill</i>	
St. John, Annie A.	<i>Norwalk</i>	88 Grove Hill
Stone, Lucy B.	<i>New Hartford</i>	50 Camp
Stone, Mabel W.	<i>New Britain</i>	96 West Main
Swan, Lillian M.	<i>East Haddam</i>	41 Grand
Taussig, Sophie	<i>Hartford</i>	
Taylor, Myrtilia P.	<i>Saugatuck</i>	49 Park Place
Thompson, Cornelia B.	<i>Stratford</i>	53 South High

Thrall, Bessie	Wallingford	
Tracy, Agnes C.	Waterbury	
Treloar, Angie	Yalesville	
Trythall, Alice F.	Cheshire	46 Walnut
Tuite, Mary E.	Hartford	
Turner, Emma	Hazardville	9 Meadow
Tyler, Allys E.	Hartford	
Tyler, Nellie M.	Middlebury	35 Park Place
Van Keuren, Amy	Winsted	48 Camp
Vinton, Annie L.	Buckland	79 Prospect
Wadhams, Lucy B.	Goshen	35 Hawkins
Walter, Anna C.	New Britain	220 Stanley
Warner, Elsie M.	Higwcod	69 Walnut
Warner, Mabel P.	Yalesville	
Weed, Eva B.	Simsbury	
Westerman, C. Rosalie	North Stamford	47 Grand
Wheeler, Carrie	Danbury	170 Chestnut
Wilcox, Mary E.	Hartford	
Wolfer, Minnie	New Britain	47 Smith
Wood, Mary A.	Waterbury	87 Prospect
Wooding, Mary E.	Wallingford	153 Arch
Yale, Sadie E.	Wallingford	
Youngs, Julie E.	Hartford	
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KINDERGARTEN TRAINING DEPARTMENT

JUNIOR CLASS

Bedell, Laura E.	New Britain	93 Arch
Begley, Delia G.	New Britain	420 Main
Butler, Lottie A.	Hartford	
Carroll, Agnes M.	East Hartford	
Carroll, L. May	Yalesville	
Cooley, Emma J.	New Britain	76 Church
Denison, Frances R.	Hartford	
Dodd, Mary I.	East Orange, N. J.	519 Arch
Dunlap, Lucy W.	Hartford	
Frink, Mary C.	Brookfield, Vt.	36 South High
Gable, Mary Y.	Salem, N. J.	191 Lake
Gates, Edith S.	Hartford	
Gladden, Florence M.	New Britain	67 Gladden
Gold, Cassie L.	Washington	46 Camp
Hatch, Annie W.	Provincetown, Mass.	36 South High
Hatheway, Hattie H.	West Hartford	41 Grand
Kemp, Myrta E.	North Adams, Mass.	33 Maple
Kilbourne, Alice	South Egremont, Mass.	10 Liberty
Lobdell, Bessie F.	Hartford	
Meehan, Minnie E.	New Britain	89 Grove

Morris, Cornelia A.	<i>Hartford</i>	
Musson, Mary E.	<i>Gilbertsville, N. Y.</i>	Hartford
Newton, Grace S.	<i>Hartford</i>	
Parker, Elizabeth S.	<i>New Britain</i>	22 Grove Hill
Parsons, Annah T. L.	<i>New Britain</i>	46 Camp
Peck, Grace L.	<i>Newton</i>	
Penfield, Emma	<i>Bristol</i>	
Pierpont, Estelle I.	<i>New Britain</i>	129 Camp
Ramsey, Clara L.	<i>New Britain</i>	394 Park
Schermerhorn, Alice A.	<i>Newton</i>	19 Court
Simpson, Margaretta T.	<i>Branford</i>	36 South High
Spencer, Grace C.	<i>Hartford</i>	98 Church
Steele, Mary L.	<i>New Haven</i>	
Stone, Lucy B.	<i>New Hartford</i>	50 Camp
Stone, Mabel W.	<i>New Britain</i>	96 West Main
Youngs, Julie E.	<i>Hartford</i>	

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PHYSICAL TRAINING CLASS

Babcock, Laurretta H.	<i>Branford</i>	19 Court
Camp, Augusta L.	<i>Newington</i>	
Dakin, Clare M.	<i>Lakeville</i>	48 Camp
Fenn, Bessie M.	<i>Plainville</i>	
Garrity, Sarah D.	<i>Hartford</i>	
Gilligan, Elizabeth F.	<i>West Suffield</i>	41 Grand
Hamm, S. Pearl	<i>North Canaan</i>	42 Cedar
Havens, Mary A.	<i>Meriden</i>	
Kerrigan, Julia	<i>Danbury</i>	170 Chestnut
Rogers, M. Louise	<i>Hartford</i>	
Walter, Anna C.	<i>New Britain</i>	220 Stanley

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MANUAL TRAINING CLASS

Clark, Anna M.	<i>Brookfield, Vt.</i>	Hartford
Cuzner, Laura J.	<i>Naubuc</i>	79 Prospect
Fairchild, Edith	<i>Middletown</i>	343 West Main
Forsman, Agnes	<i>New Britain</i>	146 Hart
Gilbert, Lillie M.	<i>Wethersfield</i>	
Gillum, Minerva M.	<i>East Norwalk</i>	15 Hawkins
Hathaway, Etta B.	<i>West Hartford</i>	
Jennings, M. Emma	<i>Greenfield Hill</i>	50 Camp
Muir, Grace M.	<i>New Britain</i>	364 Elm
Nichols, May S.	<i>Nichols</i>	21 Hart
Towner, Anna P.	<i>Branford</i>	36 South High
Wadhams, Lucy B.	<i>Goshen</i>	35 Hawkins

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ART TRAINING CLASS

Armstrong, Isabella J.	<i>Stonington</i>	50 Camp
Bradley, Lizzie H.	<i>Stonington</i>	50 Camp
Burnham, Harriet E.	<i>Bloomfield</i>	63 Walnut
Carroll, Agnes M.	<i>Hartford</i>	
Clark, Alma B.	<i>West Simsbury</i>	75 Hawkins
Clark, Anna M.	<i>Brookfield, Vt.</i>	Hartford
Cuzner, Laura J.	<i>Naubuc</i>	79 Prospect
Dakin, Clare M.	<i>Lakeville</i>	48 Camp
Hatheway, Etta	<i>West Hartford</i>	41 Grand
Hatheway, Hattie H.	<i>West Hartford</i>	41 Grand
Holcomb, Fannie	<i>Canaan</i>	42 Cedar
Leigh, Maude	<i>Meriden</i>	
Lobdell, Bessie F.	<i>Hartford</i>	
Mason, Mattie E.	<i>Meriden</i>	
Mitchelson, Nancy M.	<i>Hartford</i>	41 Grand
Morris, Cornelia A.	<i>Hartford</i>	
Murphy, Kate T.	<i>Stamford</i>	48 Camp
Newberry, Estelle	<i>South Windsor</i>	56 Hawkins
Parker, Jessie I.	<i>Meriden</i>	
Smith, Jennie J.	<i>Hartford</i>	42 Russell
Stewart, Ida L.	<i>Bristol</i>	
Taussig, Sophie	<i>Hartford</i>	
Thrall, Bessie	<i>Wallingford</i>	
Tyler, Allys E.	<i>Hartford</i>	
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COOKING TRAINING CLASS

Bicknell, Ellen H.	<i>Hawaii, Sandwich Islands</i>	92 Grand
Johnson, Alice A.	<i>East Hartford</i>	
Jones, Alice	<i>New Britain</i>	194 South Main
Kelley, Josephine F.	<i>Windsor Locks</i>	
Mitchelson, Nancy M.	<i>Hartford</i>	41 Grand
Scott, Frances M.	<i>Amenia Union, N. Y.</i>	36 South High
Smith, Nellie F.	<i>Manchester</i>	
Thompson, Cornelia B.	<i>Stratford</i>	53 South High
Thompson, Edith E.	<i>Highland Park</i>	Corner Clark and North

SUMMARY FOR THE YEAR

GRADUATES

Normal Training Department, January, 1891,	25	
Normal Training Department, June, 1891,	25	
Primary Training Department, June, 1891,	(7)	
Kindergarten Training Department, June, 1891,	9	
	<hr/>	66

UNDERGRADUATES

Senior Class—		
Section A, Normal Training Department,	31	
Section B,	86	
Kindergarten Training Department,	20	
	<hr/>	137
Junior Class—		
Normal Training Department,	169	
Kindergarten Training Department,	36	
	<hr/>	205
Special Courses—		
Physical Training,	(11)	
Manual Training,	(12)	
Art Training,	(24)	
Cooking Training,	(9)	
	<hr/>	56
		<hr/>
Names counted twice,		464
		<hr/>
Total different names,		401

MODEL SCHOOLS

New Britain,	404	
Bristol,	252	
South Manchester,	635	
	<hr/>	1,291
Total,		<hr/>
		1,692

C A L E N D A R

NORMAL SCHOOL

1891.

1 September	Tuesday morning	Year begins.
25 November	Wednesday (noon)	Thanksgiving recess begins.
30 November	Monday (noon)	Thanksgiving recess ends.
24 December	Thursday (noon)	Christmas recess begins.

1892.

4 January	Monday	Christmas recess ends.
2 April	Saturday	Spring recess begins.
12 April	Tuesday	Spring recess ends.
24 June	Friday	Year closes.
6 September	Tuesday	Entrance examinations.
7 September	Wednesday morning	Year begins.
24 December	Saturday	Christmas recess begins.

MODEL SCHOOLS, NEW BRITAIN

1891.

8 September	Tuesday morning	Schools begin.
24 December	Thursday afternoon	Schools close.

1892.

5 January	Tuesday morning	Schools begin.
1 April	Friday afternoon	Schools close.
19 April	Tuesday morning	Schools begin.
24 June	Friday afternoon	Schools close.
6 September	Tuesday morning	Schools begin.
23 December	Friday noon	Schools close.

MODEL SCHOOLS, SOUTH MANCHESTER

1891.

8 September	Tuesday morning	Schools begin.
24 December	Thursday (noon)	Schools close.

1892.

5 January	Tuesday morning	Schools begin.
1 April	Friday afternoon	Schools close.
12 April	Tuesday morning	Schools begin.
22 June	Wednesday afternoon	Schools close.
6 September	Tuesday morning	Schools begin.
23 December	Friday noon	Schools close.

MODEL SCHOOLS, BRISTOL

1891.

8 September	Tuesday morning	Schools begin.
24 December	Thursday afternoon	Schools close.

1892.

7 January	Thursday morning	Schools begin.
20 April	Wednesday afternoon	Schools close.
28 April	Thursday morning	Schools begin.
29 June	Wednesday afternoon	Schools close.
6 September	Tuesday morning	Schools begin.
23 December	Friday afternoon	Schools close.

CATALOGUE

OF THE

NORMAL TRAINING SCHOOL, WILLIMANTIC

TEACHERS

ARTHUR B. MORRILL, Principal	-	-	87 South Main
<i>Natural Science; Principles of Teaching</i>			
FANNIEBELLE CURTIS	-	-	Hooker House
<i>Kindergarten</i>			
JENNIE E. CHAPIN	-	-	147 Prospect
<i>Mathematics; Writing; Gymnastics</i>			
HELEN F. PAGE	-	-	80 Maple Avenue
<i>English; Geography; Singing</i>			
CHARLOTTE M. KING	-	-	147 Prospect
<i>Model Schools</i>			
BERTHA M. ADAMS	-	-	84 Walnut
<i>Model Schools</i>			
FREDERICK A. VERPLANCK	-	-	241 High
<i>Model Schools</i>			
GRACE L. BELL	-	-	49 Chestnut
<i>Model Schools</i>			
EDITH W. TODD	-	-	49 Chestnut
<i>Model Schools</i>			
JULIA H. WOHLFARTH	-	-	147 Prospect
<i>Model Schools</i>			
HARRIET M. STONE	-	-	63 Oak
<i>Model Schools</i>			
LILLIAN M. COWLES	-	-	13 Turner
<i>Kindergarten</i>			
EMELINE A. DUNN	-	-	Hooker House
<i>Model Schools; Drawing and Modeling</i>			
CATHERINE J. COOLIDGE	-	-	63 Oak
<i>Cooking</i>			
JEREMIAH C. BILL	-	-	85 Walnut
<i>Manual Training</i>			
ANNIE M. LOUNSBURY	-	-	31 Bellevue
<i>Model Schools</i>			
ISABELLE T. BURNHAM	-	-	148 Valley
<i>Kindergarten</i>			

COURSE OF STUDY

The course of study is organized in three sections :

1. NORMAL DEPARTMENT.
2. TRAINING DEPARTMENT.
MODEL SCHOOLS, $\left\{ \begin{array}{l} \text{Grammar Grades.} \\ \text{Primary Grades.} \\ \text{Kindergarten.} \end{array} \right.$
3. KINDERGARTEN DEPARTMENT.

The course is arranged to contribute in all of its parts to "the training of teachers in the art of instructing and governing in the public schools of the State." The main difference between the Normal Department and the Training Department is that in the latter children are observed and taught. In all parts of the course the subject-matter is carefully studied, and the art of teaching and governing is carefully exemplified.

The Kindergarten also does a related but independent work in training Kindergartners.

The course of study is arranged for two years, but pupils will be required to remain in the school until they are, in the opinion of the faculty, prepared to teach. No one can enter the training department without furnishing satisfactory evidence of a thorough acquaintance with the subjects of the first year.

Hereafter classes will be received at the beginning of Fall Term, and at no other time.

COURSE OF STUDY JUNIOR YEAR

FIRST TERM	<p><i>Chemistry</i> 12 weeks 5 hours a week</p> <p><i>Physiology</i> 8 weeks 5 hours a week</p>	<p><i>Language</i> 20 weeks 4 hours a week</p>	<p><i>Inventional Geometry</i> 16 weeks 5 hours a week</p> <p><i>Arithmetic</i> 4 weeks 5 hours a week</p>	<p><i>Physics</i> Liquids, Gravitation, Gases, Motion, Heat, Energy, etc. 15 weeks 4 hours a week</p> <p><i>Geology</i> 5 weeks 4 hours a week</p>	<p><i>Writing</i> 2 hours a week</p> <p><i>Singing</i> 2 hours a week</p> <p><i>Gymnastics</i> 3 hours a week</p>	<p><i>American Literature</i> 1 hour a week</p>
	<p><i>Physiology</i> 10 weeks 5 hours a week</p> <p><i>U. S. History</i> 10 weeks 5 hours a week</p>	<p><i>Language</i> 20 weeks 4 hours a week</p>	<p><i>Arithmetic</i> 14 weeks 5 hours a week</p> <p><i>Algebraic Equations</i> 6 weeks 5 hours a week</p>	<p><i>Natural History</i> 10 weeks 3 hours a week</p> <p><i>Geography</i> 10 weeks 4 hours a week</p>	<p><i>Drawing and Modeling</i> 2 hours a week</p> <p><i>Singing</i> 2 hours a week</p> <p><i>Gymnastics</i> 2 hours a week</p> <p><i>Manual Training</i> 2 hours a week</p>	<p><i>English Literature</i> 1 hour a week</p> <p>Dickens to Burns <i>Kindergarten</i> 1 hour a week</p>

SENIOR YEAR

THIRD TERM	<p><i>U. S. History. Civil Government</i> 3 hours a week</p> <p><i>Psychology. Pedagogy</i> 2 hours a week</p>	<p><i>Study of Common School Course</i> Observation in Model Schools</p>	<p><i>Algebraic Equations</i> 4 weeks 5 hours a week</p> <p><i>Mathematics applied to Science</i> 10 weeks 4 hours a week</p> <p><i>Observation in Model Schools</i></p>	<p><i>Geography</i> 10 weeks 4 hours a week</p> <p><i>Sound, Electricity</i> 10 weeks 4 hours a week</p>	<p><i>Drawing and Modeling</i> 2 hours a week</p> <p><i>Singing</i> 2 hours a week</p> <p><i>Gymnastics</i> 2 hours a week</p> <p><i>Laboratory and Manual Training</i> 3 hours a week</p> <p>2 hours a week</p>	<p><i>English Literature</i> 1 hour a week</p> <p>Burns to Bacon</p>
	<p><i>Psychology. Pedagogy</i> 2 hours a week</p>	<p><i>Observation and Training in Model Schools</i></p>	<p><i>Observation and Training in Model Schools</i></p>	<p><i>Laboratories and Manual Training</i></p>	<p><i>Drawing and Gymnastics</i></p>	<p><i>English Literature</i> 1 hour a week</p> <p>Bacon to Chaucer</p>

I. NORMAL DEPARTMENT

Terms of Admission

EXAMINATIONS.—All candidates for admission to the Entering Class are examined in the following subjects:

- | | |
|--------------------------|---------------|
| 1. Spelling | 3. Arithmetic |
| 2. English Grammar | 4. Geography |
| 5. United States History | |

Examinations for admission are held in different parts of the State. Dates and places will be given upon application to the Principal.

CERTIFICATES OF GRADUATION FROM HIGH SCHOOLS IN THIS STATE, OR STATE TEACHERS' CERTIFICATES are accepted in place of examination.

THREE YEARS' SUCCESSFUL EXPERIENCE IN TEACHING will also be accepted in place of examination. Those intending to enter under this provision should correspond with the Principal.

AGE.—No one under sixteen can be admitted to the entering class.

TESTIMONIALS.—Each candidate must bring satisfactory testimonials as to character and attainments from a school visitor of the town in which he or she resides.

INTENTION TO TEACH.—All candidates must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to engage in that employment in this State.

NOTES ON THE COURSE OF STUDY

The details of the course of study cannot be satisfactorily explained here. Yet some of its features may be pointed out.

In the first place, in order to teach one must know something worth teaching. Therefore, an important part of the work in the normal department is to study the subjects taught in the public schools, and to cull from them the essential truths that should be the teacher's possessions. In this connection, the order in which the different subjects are placed

has been fixed with a view to economy and effectiveness. They are arranged so that they may help one another. For example, chemistry is studied early in the course in order that its truths may be used in physiology, mineralogy, botany, and other branches of science. Certain parts of physics, as liquid and gaseous pressure, heat, gravitation, and laws of motion, are substituted for much that has been usually called physical geography. The purpose of each branch is carefully emphasized; in language, practice in clear and concise expression; in arithmetic, quick and accurate use of numbers in the common affairs of life; in history, an appreciation of duties to society; in literature, the enjoyment of the best literary works, and the habit of reading; in manual training, the efficacy of hand work in securing the attention.

II. TRAINING DEPARTMENT

The model schools organized under the law comprise the schools of the First District of the town of Windham. The number of children connected with the schools is 378.

NOTES ON THE COURSE OF STUDY

After the teacher herself has acquired something to teach, she must study and practice the art of teaching. For this purpose the ways of dealing with subjects are exemplified by teachers in the normal department, and also model schools are provided that comprise all the work in the common schools from the kindergarten to the high school. In this work the child is studied as the unit of the school, and how to train him is the problem. The teachers in these schools are very carefully selected, and by them the best work in teaching is exhibited. The value of these model schools for observation purposes is obvious. Effort is made to have the students preparing to be teachers see the best teaching. During the last term of the course each student serves as an assistant in the various grades of the model school, thus having experience in teaching under the guidance and criticism of an expert in each grade.

Kindergarten. The kindergarten is the beginning of the child's course in school. Its function is so important that it ought to receive special attention. Here the child enters before he has been subject to any influence of school, and is susceptible. Fixity of brain action has not yet been established. Habits of industry, order, attention to useful lines of thought, freedom of expression, and correct deportment, can be worked for at this time with the least resistance.

In the kindergarten the way to interest children and to hold their attention is best illustrated. Interest and attention are the conditions of all education.

III. THE KINDERGARTEN

The members of the Senior class in the Normal School observe in the Kindergarten. The Kindergartner gives this class a careful statement of the principles and theory involved, and instructs in the occupations relating to primary work.

SPECIAL TRAINING COURSE—TERMS OF ADMISSION

Classes are admitted at the beginning of each year.

Students in this department will take such branches as the faculty may prescribe. The course cannot be completed in less than two years.

REQUIREMENTS.—Candidates for admission to the Kindergarten class must pass the examination for entrance to the Normal Department.

EXAMINATIONS will be held at same time and places as for entrance to Normal School.

AGE.—No one under seventeen years of age can be admitted.

TESTIMONIALS.—Each candidate must bring satisfactory testimonials as to character, and must show fitness for this special work.

EXPENSE.—Fifteen dollars covers the cost of material.

DIPLOMA.—A special diploma is awarded.

The time in the Kindergarten is spent in observation and study of special subjects.

Each student, when competent, teaches under the supervision of the Kindergartner.

SPECIAL SUBJECTS

Biology	Color	Singing
Physics	Geometry	Literature
Chemistry	Manual Work	History
Drawing	Gymnastics	Psychology
Modeling		

NOTE.—How to best adapt these subjects to the needs of children is carefully considered. The study of child nature in connection with Psychology is given special attention.

EXPENSES

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this State.

Necessary text-books are provided without charge. Pupils are advised to purchase a few reference books.

The average cost of board and washing is about \$3.50 a week. The total average cost per pupil, not including amount paid for clothing and traveling expenses, is thus less than \$200 per year.

Some do their own housework and reduce the expenses of the board to one-half or two-thirds the sum named above.

Comfortable rooms and good board can be secured after the students arrive at Willimantic. At the beginning of the term the Principal will be found at the Normal School Rooms, and will assist newcomers in finding boarding places.

VISITORS

All departments are open to visitors interested in education. Teachers from schools of the State are especially welcome.

GRADUATION

The diploma is awarded to those who attain the required standard of scholarship in every prescribed subject and exhibit a fair degree of skill in teaching and governing children and pass the State Examination.

There are no formal graduation exercises. Candidates are excused when they have satisfied the requirements of the different departments. Diplomas are presented at the close of the summer term only.

In 1891 and thereafter members of the Normal-Training School will receive no diploma of graduation until they have passed the State Examination and secured at least an elementary certificate.

Those who receive at the State Examination an "honor certificate" shall be granted a diploma certifying that they have graduated "with honor."

Those who take the prescribed course in either Normal-Training School to the satisfaction of the faculty, and also receive the additional certificate of especial excellence either in English or in Mathematics, or in Elementary Science, or in History and Civil Government, shall be granted a diploma certifying that they have graduated "with great honor."

Those who take a prescribed graduate course in either Normal-Training School to the satisfaction of the faculty thereof, and also receive an additional certificate of especial excellence in English, Mathematics, Physics, and Chemistry, or in English and Science, or in English History and Social Science, or in Pedagogy and the History of Education, shall be granted a diploma certifying that they have graduated "with the highest honor."

GRADUATES

The Normal-Training School cannot supply the demand for trained teachers. Many towns and districts in the State employ only trained teachers, so far as this is possible.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by a course in the Training School.

LIST OF STUDENTS

GRADUATES

CLASS OF 1891

ANTHONY, NELLIE B.	<i>Scotland</i>
ARMSTRONG, SARAH M.	<i>Lebanon</i>
BARTON, LUCIE D.	<i>East Hampton</i>
BECKWITH, LOTTIE A.	<i>Willimantic</i>
BRIGDEN, LUCILLA P.	<i>Norwich</i>
CARPENTER, M. CARABELLE	<i>Willimantic</i>
DAMON, EDITH M.	<i>Willimantic</i>
FRINK, CORNELIA F.	<i>Preston</i>
FULLER, ALICE H.	<i>Scotland</i>
GARD, EDITH A.	<i>New London</i>
GREEN, CARRIE M.	<i>Plainfield</i>
HOLMES, MARIANNE E.	<i>New London</i>
HULL, EMMA L.	<i>Liberty Hill</i>
JOHNSON, CARRIE A.	<i>Bolton</i>
LANDON, KATE H.	<i>Norwich</i>
McCOY, NELLIE J.	<i>South Woodstock</i>
MITCHELL, ELIZABETH	<i>Willimantic</i>
NEWELL, EDNA A.	<i>South Coventry</i>
ROBINSON, ANNIE M.	<i>Colchester</i>
SPENCER, FLORENCE M.	<i>Willimantic</i>
WALSH, MARY A.	<i>East Hampton</i>
WOOD, ISABELLA S.	<i>Gurleyville</i>
Total, 22	

SENIOR CLASS

Abell, Anna E.	<i>Lebanon</i>	28 Chestnut
Abell, Lucy L.	<i>Bozrah</i>	28 Chestnut
Avery, Mary A.	<i>Willimantic</i>	33 Spring
Babcock, Sadie L.	<i>East Hampton</i>	114 High
Bacon, Mary C.	<i>Scotland</i>	73 Maple Ave.
Baldwin, E. Bell	<i>Willimantic</i>	115 Prospect
Boardman, Alice E	<i>Taftville</i>	36 Pearl
Bonney, Jennie G.	<i>Norwich Town</i>	204 Summit
Bowen, Bessie A.	<i>Willimantic</i>	147 Prospect
Campbell, Frances	<i>Windham</i>	

Collins, Bertha E.	<i>South Coventry</i>	255 High
Collins, Eugenie	<i>Willimantic</i>	85 Walnut
Durfey, Lucy G.	<i>Norwich</i>	36 Pearl
Fish, Alice B.	<i>Central Village</i>	1174 West Main
Gadbois, Anna M.	<i>Norwich</i>	255 High
Greene, Alice L.	<i>Westminster</i>	32 Spring
Hamlin, Mary W.	<i>Willimantic</i>	153 Church
Hansen, Catherine P.	<i>Stafford Springs</i>	84 Prospect
Huntington, Lillie L.	<i>Ashford</i>	28 Chestnut
Larkin, Clara A.	<i>South Windham</i>	36 Pearl
Lovett, Annie L.	<i>Westminster</i>	142 Quercus Ave.
Lyman, Mary F.	<i>Norwich</i>	28 Chestnut
Macfarlane, Clara C.	<i>Chaplin</i>	72 Maple Ave.
Norton, Edith S.	<i>Willimantic</i>	
Noyes, Fannie	<i>Stonington</i>	25 Centre
Pinney, Grace G.	<i>Willimantic</i>	114 Spring
Sadd, Nellie M.	<i>Ellington</i>	94 Prospect
Smith, Mary L.	<i>Willimantic</i>	Meadow Lane
Storrs, Marion	<i>Mansfield Centre</i>	204 Summit
Swan, Nellie F.	<i>Millington</i>	34 Park
Wheeler, Minnie A.	<i>Norwich</i>	13 Lincoln Ave.
		Total, 31

KINDERGARTEN

Clarke, May Belle	<i>Columbia</i>	424 Pleasant
Conklin, Ruby L.	<i>East Hampton</i>	114 High
Dart, Harriet E.	<i>Montville</i>	36 Pearl
		Total, 3

SPECIAL STUDENTS

Barrett, Lucy E.	<i>Willimantic</i>	100 High
Boden, Hattie	<i>Willimantic</i>	115 Spring
Hills, M. Lulu	<i>Willimantic</i>	17 North
McNair, Mary M.	<i>Norfolk, Va.</i>	53 Union
Stearns, Ella R.	<i>New London</i>	33 Spring
Turner, Gertrude H.	<i>Willimantic</i>	Church
White, Adelle	<i>Hebron</i>	144 Spring
		Total, 7

JUNIOR CLASS

Alford, Maud E.	<i>Willimantic</i>	65 High
Andrews, Carlota	<i>Centre Groton</i>	114 High
Avery, Eliza W.	<i>Niantic</i>	185 Church
Beckwith, Alice May	<i>Chesterfield</i>	144 Spring
Bliss, Frances M.	<i>Oneco</i>	58 Church
Broderick, Ellen M.	<i>Willimantic</i>	31 North

Brown, Bessie A.	<i>North Stonington</i>	93 North
Brown, Harriet B.	<i>Gales Ferry</i>	17 Oak
Buell, Edna I.	<i>Willimantic</i>	13 Mansfield Ave.
Case, Edward R.	<i>Norwich Town</i>	
Frye, Alice	<i>Willimantic</i>	383 Jackson
Hastings, Harriet L.	<i>Norwich</i>	32 Spring
Hills, Grace M.	<i>Gilead</i>	84 High
Hunnard, Georgene	<i>Windham Centre</i>	
Jones, Gladys M.	<i>North Westchester</i>	144 Spring
Jordan, B. Hessie	<i>Danielsonville</i>	78 Union
King, Frank S.	<i>Lebanon</i>	214 Lewiston Ave.
Kloppenburger, Eleanor	<i>Preston</i>	144 Union
Laird, Margaret	<i>Lebanon</i>	214 Lewiston Ave.
Leffingwell, Ida G.	<i>North Franklin</i>	3 Oak
McClellan, John W.	<i>Norwich Town</i>	
Norton, Hannah M.	<i>Willimantic</i>	
Noyes, C. Winfield,	<i>Willimantic</i>	
Peck, M. Pernelle	<i>East Haddam</i>	34 Park
Perkins, Florence I.	<i>Willimantic</i>	
Porter, Helen M.	<i>Turnerville</i>	78 Union
Porter, Susie	<i>Hebron</i>	94 Prospect
Potter, Sarah A.	<i>Ashford</i>	178 North
Redfield, Jennie T.	<i>Madison</i>	34 Bank
Scoville, Alice D.	<i>Chestnut Hill</i>	
Thompson, Mary K.	<i>Willimantic</i>	
Turner, Edith L.	<i>Willimantic</i>	35 Church
Welch, Agnes	<i>Middlebury</i>	
Welch, Marcella	<i>Middlebury</i>	34 Bank
Westcott, Mary A.	<i>Lebanon</i>	94 Chestnut
Whipple, Lena I.	<i>Old Mystic</i>	289 Prospect
White, Daisy	<i>North Westchester</i>	144 Spring
Whiting, M. Etta	<i>Putnam</i>	125 Valley
		Total, 38

SUMMARY

Graduates	.	.	.	.	.	21
Senior Class	.	.	.	.	.	31
Junior Class	.	.	.	.	.	38
Kindergarten	.	.	.	.	.	3
Special Students	.	.	.	.	.	2
						—
Model School Department	.	.	.	.	.	100
						381
Total belonging to school in 1891	.	.	.	.	.	481

C A L E N D A R

1891

1 September	Tuesday (morning)	Fall and winter term begins.
24 December	Wednesday	Christmas recess begins.

1892

4 January	Monday (noon)	Christmas recess ends.
29 January	Fall and winter term ends.	
1 February	Spring and summer term begins.	
28 March	Spring recess begins.	
4 April	Monday (noon)	Spring recess ends.
24 June	Friday	Spring and summer term ends.
	Summer vacation of ten weeks.	
5 September	Monday	Entrance examinations at Normal School rooms.
6 September	Tuesday	Fall and winter term begins.
24 December	Christmas recess begins.	

A LIST

OF THE

BOARDS OF SCHOOL VISITORS, TOWN SCHOOL COMMITTEES, AND BOARDS OF EDUCATION.

The Chairman is indicated in each case by *C.*; the Secretary by *S.*;
and Acting Visitor by *A. V.*

TOWNS.	NAMES.	P. O. Address.	Term Expires.
ANDOVER,*	E. P. Skinner, <i>C.</i> ,	Andover,	1892
	R. E. Phelps,	"	1892
	A. H. Lyman,	"	1892
	E. D. White,	"	1892
	M. P. Yeomans, <i>A. V.</i> ,	"	1893
	C. H. Baker,	"	1893
	M. S. Topliff,	"	1893
	S. H. Daggett,	"	1893
	James H. Marsh, <i>S.</i> ,	"	1894
	H. G. Phelps,	"	1894
	C. B. Stearns,	"	1894
	C. L. Backus,	"	1894
	Geo. O. Schneller,	Ansonia,	1892
	Geo. T. Bailey,	"	1892
ANSONIA,*	Albert Wakley,	"	1892
	A. S. Terry,	"	1893
	H. Sperry,	"	1893
	H. A. Peck, <i>S.</i> ,	"	1893
	A. H. Bartholomew, <i>C.</i> ,	"	1894
	W. H. Kane,	"	1894
	C. H. Vandercook, <i>A. V.</i> ,	"	1894
	W. H. Angleton, <i>Supt.</i> ,	"	1894
	Gilbert E. S. Amidon, <i>S.</i> , <i>A. V.</i> ,	East Willington,	1892
	Z. Burdett Bicknell, <i>C.</i> , <i>A. V.</i> ,	Westford,	1892
ASHFORD,	Dr. William Richardson,	"	1893
	Albert N. Hammond,	Ashford,	1893
	Harvey W. Mowry,	Westford,	1894
	H. R. Woodard,	West Ashford,	1894
	Joseph S. Woodford, <i>C.</i> ,	Avon,	1892
	Rev. P. R. Day,	Unionville,	1892
AVON,	Rev. N. J. Seeley, <i>S.</i> , <i>A. V.</i> ,	Avon,	1893
	J. P. Neville,	"	1893
	Charles J. Sanford,	Unionville,	1894
	John W. LeGeyt,	Avon,	1894
	Monroe E. Hart,	Barkhamsted,	1892
	Edward J. Youngs, <i>C.</i> ,	Pleasant Valley	1892
BARKHAMSTED,	Daniel Youngs,	"	1893
	George A. Weed, <i>S.</i> , <i>A. V.</i> ,	North Canton,	1893
	Frank L. Stephens, <i>A. V.</i> ,	Riverton,	1894
	Carlton S. Roberts,	"	1894

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
BEACON FALLS,.....	Emerson J. Terrell, C., ..	Beacon Falls, ..	1892
	Olin D. Buckingham, ..	" ..	1892
	Herbert C. Baldwin, S., A. V.,	" ..	1892
BERLIN,.....	Charles H. Risley, ..	Berlin, ..	1892
	Daniel Webster, S., A. V., ..	" ..	1892
	Thomas H. Shelley, ..	Kensington, ..	1893
	E. W. Stearns, ..	East Berlin, ..	1893
	A. A. Barnes, C., ..	" ..	1894
	W. W. Mildrum, ..	" ..	1894
BETHANY,.....	Samuel R. Woodward, S., A. V.,	Bethany, ..	1892
	Samuel G. Davidson, C., A. V.,	" ..	1893
BETHEL,*.....	Edward C. Bennett, A. V., ..	" ..	1894
	John C. Reid, ..	Bethel, ..	1892
	A. E. Barber, ..	" ..	1892
	Rev. P. O'Connell, ..	" ..	1892
	Charles Bailey, ..	" ..	1893
	John McCorkle, ..	" ..	1893
	Gideon S. Peck, ..	" ..	1893
	Dr. A. E. May, S., ..	" ..	1894
	Rev. H. L. Slack, C., A. V., ..	" ..	1894
BETHLEHEM,.....	J. H. Langlois, A. V., ..	" ..	1894
	Marvin S. Todd, ..	Bethlehem, ..	1892
	L. P. Judd, C., ..	" ..	1892
	Nehemiah L. Bloss, ..	" ..	1893
	William R. Harrison, S., A. V.,	" ..	1893
	George C. Stone, A. V., ..	" ..	1894
	Samuel P. Hayes, ..	" ..	1894
BLOOMFIELD,.....	William R. Adams, ..	North Bloomfield, ..	1892
	William P. Wood, ..	Bloomfield, ..	1892
	Alfred N. Filley, ..	" ..	1892
	Dr. Henry Gray (resigned), ..	" ..	1893
	J. Cleveland Capen, ..	" ..	1893
	Mrs. Adella V. Hubbard, ..	" ..	1893
	Rev. B. Gibbs, ..	" ..	1894
	Alfred C. Case, C., ..	" ..	1894
	C. E. Miller, S., A. V., ..	71 William St., Hartford,	1894
BOLTON,.....	Isaac K. Thompson, ..	Quarryville, ..	1892
	Wm. S. McLean, ..	Bolton, ..	1892
	Charles E. Carpenter, ..	" ..	1893
	Harvey W. Hastings, ..	" ..	1893
	Dr. Charles F. Sumner, S., A. V.,	" ..	1894
	Wm. E. Alvord, C., ..	" ..	1894
BOZRAH,.....	Orin M. Price, C., A. V., ..	Fitchville, ..	1894
	Charles W. Barber, A. V., ..	Yantic, ..	1894
	Dr. S. G. Johnson, S., A. V., ..	Fitchville, ..	1894
	Henry Averill, ..	Branford, ..	1892
BRANFORD,*.....	Thomas Carney, ..	" ..	1892
	Dr. W. Zink, C., ..	" ..	1892
	Henry D. Linsley, ..	" ..	1892
	S. Holdsworth, ..	Stony Creek, ..	1893
	J. U. Baldwin, ..	Branford, ..	1893
	Henry Woodstock S., ..	" ..	1893
	Michael Wallace, ..	" ..	1893
	Henry Morton, ..	" ..	1894
	E. R. Kelsey, ..	(Short Beach), ..	1894
	M. F. O'Brien, ..	" ..	1894
BRIDGEPORT,*.....	Dr. C. W. Gaylord, A. V., ..	" ..	1894
	Joel Farist, A. V., ..	Bridgeport, ..	1892
	Frederick Hurd, A. V., ..	" ..	1892
	Peter W. Wren, C., A. V., ..	" ..	1892
	Wilfred E. Norton, A. V., ..	" ..	1892
	Joseph J. Rose, A. V., ..	" ..	1893
	E. F. Hallen, A. V., ..	" ..	1893
	Emory F. Strong, A. V., ..	" ..	1893
	George Watson, S., A. V., ..	" ..	1893
	David F. Read, A. V., ..	" ..	1894
	David Ginaud, A. V., ..	" ..	1894
BRIDGEWATER,.....	Frederick A. Rice, A. V., ..	" ..	1894
	Patrick Coughlin, A. V., ..	" ..	1894
	Eugene Bouton, Supt., ..	" ..	1894
	Eli Sturdevant, ..	Bridgewater, ..	1892
	Stephen P. Treat, C., A. V., ..	" ..	1892

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
BRIDGEWATER,	Marcus B. Mallett, ..	Bridgewater, ..	1893
	Burton E. Canfield, <i>S., A. V.</i> , ..	" ..	1893
	Reuben J. Keeler, ..	" ..	1894
	Harmon W. Treat, ..	" ..	1894
BRISTOL,	Noble E. Pierce, ..	Bristol, ..	1892
	John J. Jennings, <i>S., A. V.</i> , ..	" ..	1892
	Dr. J. J. Wilson, ..	" ..	1893
	Harry S. Bartholomew, ..	" ..	1893
	Charles W. Brown, <i>C.</i> , ..	Forestville, ..	1894
	Edward E. Newell, ..	Bristol, ..	1894
BROOKFIELD,	James F. Williams, <i>A. V.</i> , ..	" ..	1894
	Fred'k S. Curtis, ..	Brookfield Center, ..	1892
	John S. Thornhill, <i>S.</i> , ..	" ..	1892
	Benj. Griffen, ..	" ..	1893
	Rev. E. L. Whitcome, <i>A. V.</i> , ..	" ..	1893
	Geo. C. Jones, ..	" ..	1894
	Dr. J. F. Smith, <i>C., A. V.</i> , ..	" ..	1894
	Henry H. Green, <i>C.</i> , ..	Danielsonville, ..	1892
BROOKLYN,	Dr. A. H. Tanner, ..	Brooklyn, ..	1892
	Frank Day, <i>S.</i> , ..	Danielsonville, ..	1893
	Wellington E. James, ..	" ..	1893
	Wm. P. Spalding, ..	Brooklyn, ..	1894
BURLINGTON,	L. B. Pond, <i>S., A. V.</i> , ..	Unionville, ..	1892
	Julius B. Smith, <i>C.</i> , ..	Whigville, ..	1892
	John A. Reeve, ..	Burlington, ..	1893
	Frank M. Butler, ..	" ..	1893
	Rev. J. J. Quinn, <i>A. V.</i> , ..	Collinsville, ..	1894
	Gilbert Holcomb, ..	" ..	1894
CANAAN,	Myron H. Dean, <i>C.</i> , ..	Falls Village, ..	1892
	H. C. Crandall, <i>S.</i> , ..	" ..	1892
	Rev. C. W. Hanna, <i>A. V.</i> , ..	" ..	1893
	Nelson J. Dean, <i>A. V.</i> , ..	Huntsville, ..	1893
	Rev. S. A. Robbins, <i>A. V.</i> , ..	Falls Village, ..	1894
	Levi Ganser, ..	Huntsville, ..	1894
CANTERBURY,	Henry Kendall, ..	Brooklyn, ..	1892
	Wm. H. Johnson, ..	Canterbury, ..	1892
	L. D. Bennett, <i>C., S., A. V.</i> , ..	Westminster, ..	1892
	C. S. Burlingame, ..	Brooklyn, ..	1893
	John H. Peck, ..	Hanover, ..	1893
	A. T. J. Clark, ..	Brooklyn, ..	1893
	Dwight B. Bushnell, ..	Canterbury, ..	1894
	John O. Smith, ..	South Canterbury, ..	1894
	Albert C. Greene, ..	Westminster, ..	1894
	Rev. S. B. Carter, <i>A. V.</i> , ..	" ..	1894
CANTON,	W. W. Bidwell, <i>S., A. V.</i> , ..	Collinsville, ..	1892
	Burton O. Higley, <i>C., A. V.</i> , ..	Canton, ..	1892
	George J. Case, ..	Canton Centre, ..	1893
	Rev. A. L. Golder, <i>A. V.</i> , ..	" ..	1893
	David C. Holbrook, ..	Collinsville, ..	1894
	James Case, ..	" ..	1894
CHAPLIN,	Samuel B. Harvey, ..	Chaplin, ..	1892
	Origen Bennett, ..	" ..	1893
	Winslow B. Gallup, <i>C.</i> , ..	" ..	1893
	Wm. N. Webster, <i>S., A. V.</i> , ..	" ..	1894
	Frank C. Lummis, ..	" ..	1894
	Frank D. Strong, ..	East Hampton, ..	1892
CHATHAM,	H. D. Chapman, ..	" ..	1892
	Frederick B. Northam, ..	Cobalt, ..	1892
	E. G. Cone, ..	East Hampton, ..	1893
	Fisk Brainard, ..	Cobalt, ..	1893
	Dr. Levi Jewett, <i>S., A. V.</i> , ..	" ..	1893
	A. H. Conklin, <i>C.</i> , ..	East Hampton, ..	1894
	Davis S. Strong, ..	Middle Haddam, ..	1894
	W. W. T. Markham, ..	East Hampton, ..	1894
CHESHIRE,	Dr. Edward T. Cornwall, ..	Cheshire, ..	1892
	Frederick Doolittle, <i>S., A. V.</i> , ..	" ..	1892
	John H. Marshall, ..	" ..	1893
	Dr. M. N. Chamberlain, ..	" ..	1893
	Rev. S. J. Horton, <i>C.</i> , ..	" ..	1894
	Edwin R. Lawton, ..	West Cheshire, ..	1894
CHESTER,	Dr. Fred. Sumner Smith, <i>C.</i> , ..	Chester, ..	1892
	Andrew E. Warner, <i>A. V.</i> , ..	" ..	1892
	Fred'k W. Silliman, <i>S.</i> , ..	" ..	1892

SCHOOL VISITORS.

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TOWNS.	NAMES.	P. O. Address.	Term Expires.
CLINTON,*	Thomas Anderson,	Clinton,	1892
	S. S. Carter,	"	1892
	Henry Stevens,	"	1892
	Henry L. Wellman, C., ..	"	1892
	Philo Kelsey,	"	1893
	James A. Spencer,	"	1893
	Henry J. Hurd,	"	1893
	A. H. Stevens, S.,	"	1893
	Elias W. Wellman,	"	1894
	Horatio Kelsey,	"	1894
	Samuel S. Wilcox, A. V., ..	"	1894
	George E. Elliot, A. V., ..	"	1894
COLCHESTER,	Rev. John Cooney,	Colchester,	1892
	Samuel P. Willard,	"	1892
	Dr. R. R. Carrington, C., ..	"	1893
	D. S. Bigelow, S., A. V., ..	Westchester,	1893
	J. J. Sullivan,	Colchester,	1894
	John R. Backus, A. V., ..	"	1894
COLEBROOK,	L. O. Bass, C.,	Colebrook,	1892
	S. A. Cooper,	"	1892
	P. Bowman,	North Colebrook, ..	1892
	Dennis Baxter,	Colebrook River, ..	1893
	Wolcott Deming,	Robertsville,	1893
	Chas. E. Seymour,	West Winsted,	1893
	Homer Deming,	Robertsville,	1894
	Newton Griswold,	North Colebrook, ..	1894
	Howard Smith, S., A. V., ..	Colebrook,	1894
	W. C. Robinson, C.,	Hebron,	1892
COLUMBIA,	Norman H. Clarke,	Columbia,	1893
	Joseph Hutchins,	"	1893
	William A. Collins,	"	1894
	William H. Yeomans, S., A. V.,	"	1894
	Rev. Edward C. Starr,	Cornwall,	1892
CORNWALL,	Philo M. Kellogg, S., A. V., ..	"	1892
	Geo. L. Miner, C., A. V., ..	"	1893
	Rev. John Pierpont, A. V., ..	West Cornwall,	1893
	George C. Harrison,	"	1894
	Ives L. Hamant,	Cornwall Bridge, ..	1894
COVENTRY,	John Brown, A. V.,	Merrow,	1892
	Charles R. Hall, A. V., ..	Coventry,	1892
	Alexander S. Hawkins, A. V., ..	Willimantic,	1893
	Andrew Kingsbury, S., A. V., ..	Coventry,	1893
	Frank E. Hull, C., A. V., ..	South Coventry, ..	1894
	H. Perkins Topliff, A. V., ..	"	1894
	F. W. Bliss, S.,	Cromwell,	1892
CROMWELL,	Charles F. Ranney,	"	1892
	Timothy Simpson,	"	1893
	Rev. H. G. Marshall, C., A. V.,	"	1893
	R. B. Hale,	"	1894
	Wm. H. Hulbert,	"	1894
	Howard B. Scott, A. V., ..	Danbury,	1892
DANBURY,	Dr. George A. Gilbert, A. V., ..	"	1892
	William D. Lane, C., A. V., ..	"	1893
	Rev. A. C. Hubbard, S., A. V.,	"	1893
	Dr. George Lemmer, A. V., ..	"	1894
	Benedict Starr, A. V.,	"	1894
	Rev. Arthur Requa,	Noroton,	1892
DARIEN,	Charles G. Morehouse,	Darien,	1892
	Wm. E. Street,	"	1892
	Rev. Louis French, S., A. V., ..	Noroton,	1893
	Albert H. Scofield,	Darien,	1893
	Frank S. Fitch,	Noroton,	1893
	Orlando Whitney,	Darien,	1894
	Rev. Sam'l J. Austin, C., A. V.,	"	1894
	H. Holton Wood, C.,	Birmingham,	1892
DERBY,	Robert L. Gilbert, S.,	Derby,	1892
	Robert J. Barry,	"	1892
	Rev. Geo. H. Buck,	Birmingham,	1893
	Rev. P. M. Kennedy,	"	1893
	Dr. George L. Beardsley, A. V.,	"	1893
	John C. Reilly,	"	1894

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
DERBY,.....	Charles E. Clark,	Derby,	1894
	Albert K. Kennedy,	Birmingham,	1894
DURHAM,	A. P. Roberts, C.,	Durham,	1892
	William T. Coe,	Durham Centre,	1892
	S. A. Seward,	"	1893
	G. W. Newton, S.,	"	1893
	H. H. Newton,	Durham,	1894
	H. I. Nettleton,	Durham Centre,	1894
EASTFORD,.....	Rev. Wm. B. Clarke, A. V.,	Durham,	1892
	S. O. Bowen,	Eastford,	1892
	M. F. Latham, C.,	Phoenixville,	1893
	S. A. Wheaton,	"	1893
	Rev. C. M. Jones, S., A. V.,	Eastford,	1893
	A. L. Johnson,	"	1894
EAST GRANBY,.....	A. Olin Griggs,	Westford,	1894
	Albert C. Bates, C.,	East Granby,	1892
	Henry L. Clark,	"	1892
	B. E. Smith, S., A. V.,	"	1893
	I. Clifford Thompson,	"	1893
	Jason R. Viets,	"	1894
	Moses E. Seymour,	Tariffville,	1894
EAST HADDAM,.....	George Wakeman, A. V.,	Moodus,	1892
	Norris W. Rathbun, S., A. V.,	Millington,	1892
	Dr. E. E. Williams, A. V.,	Moodus,	1893
	Rev. Geo. L. Edwards, A. V.,	Millington,	1893
	Julius Attwood, C., A. V.,	East Haddam,	1894
	Maltby Gelston, A. V.,	"	1894
EAST HARTFORD,.....	Patrick Garvan, C.,	East Hartford,	1892
	Joseph O. Goodwin, S., A. V.,	"	1892
	William H. Olmsted,	"	1892
	Henry T. Hart, A. V.,	Burnside,	1893
	Jas. H. Gunn,	East Hartford,	1893
	Geo. K. Wilcox,	East Hartford Meadow,	1893
	Rev. Geo. A. Bowman, A. V.,	East Hartford,	1894
	Rev. Frank J. Lally,	"	1894
	Elijah Ackley,	"	1894
EAST HAVEN,.....	Daniel J. Clark, A. V.,	East Haven,	1892
	Grove J. Tuttle, C., A. V.,	"	1892
	Andrew J. Granniss, A. V.,	Fair Haven,	1893
	Ebenezer Gilbert, A. V.,	East Haven,	1893
	Dwight W. Tuttle, S., A. V.,	"	1894
	Charles W. Bradley, A. V.,	"	1894
EAST LYME,.....	Daniel Calkins, A. V.,	East Lyme,	1892
	Irving E. Watrous,	"	1892
	D. Lynsted Gates, C.,	Niantic,	1893
	Calvin S. Davis,	"	1893
	Enoch L. Beckwith, S., A. V.,	East Lyme,	1894
	H. R. Harding,	Niantic,	1894
EASTON,	Ettie L. Tucker, A. V.,	Redding Ridge,	1892
	Chas. F. Silliman, A. V.,	Easton,	1892
	Chas. S. Everitt, S., A. V.,	"	1893
	Henry W. Osborn, C., A. V.,	"	1893
	Emily A. Lewis, A. V.,	"	1894
	Geo. J. Banks, A. V.,	"	1894
EAST WINDSOR,.....	John B. Noble, A. V.,	East Windsor Hill,	1892
	John Fitts,	"	1892
	Mahlon H. Bancroft,	Warehouse Point,	1892
	Orson S. Wood, S., A. V.,	Windsorville,	1893
	Aaron Smith,	Warehouse Point,	1893
	Andrew Hamilton,	Broad Brook,	1893
	Jabez S. Allen, C.,	"	1894
	Howard O. Allen,	"	1894
	Samuel J. Allen,	Melrose,	1894
ELLINGTON,	Ortice C. Eaton,	Ellington,	1892
	Arthur A. Hyde,	"	1892
	James A. Stacy, C., A. V.,	Crystal Lake,	1892
	Frank B. Naugle, S., A. V.,	Ellington,	1893
	F. A. Pierson,	"	1893
	Francis M. Charter,	"	1893
	Miles H. Aborn,	"	1894
	Carlos R. Sadd,	"	1894
	Horace W. Kibbe,	"	1894

TOWNS.	NAMES.	P. O. Address.	Term Expires.
ENFIELD,.....	Jos. N. Allen,	Enfield,	1892
	Lyman A. Upson,	Thompsonville,	1892
	Fred. C. Abbe, <i>A. V.</i> ,	Melrose,	1892
	J. Warren Johnson, <i>C.</i> ,	Enfield,	1893
	Fred. A. King, <i>A. V.</i> ,	Thompsonville,	1893
	James B. Houston, <i>S.</i> ,	"	1893
	Dr. George T. Finch, <i>A. V.</i> ,	"	1894
	Dr. E. F. Parsons,	"	1894
	Samuel A. Booth,	Enfield,	1894
	Samuel Parmelee,	Ivoryton,	1892
ESSEX,*	Herbert S. Rose,	"	1892
	Lorenzo Beckwith,	Centerbrook,	1892
	Dr. W. A. Russell, <i>S.</i> ,	Essex,	1892
	E. T. Pratt, <i>A. V.</i> ,	"	1893
	Scott Powers,	"	1893
	John Halliday,	"	1893
	H. J. Wallace,	"	1893
	R. H. Mather, <i>C.</i> ,	"	1894
	Rev. L. S. Griggs, <i>A. V.</i> ,	Ivoryton,	1894
	George Hardman,	Essex,	1894
FAIRFIELD,.....	H. H. Williams,	Centerbrook,	1894
	Benjamin B. Brothwell, <i>A. V.</i> ,	Box 2154, Bridgeport,	1892
	Michael B. Lacey, <i>A. V.</i> ,	Plattsville,	1892
	John L. Morehouse, <i>S. A. V.</i> ,	Fairfield,	1893
	J. D. Toomey, Jr., <i>A. V.</i> ,	"	1893
	E. Livingston Wells, <i>C. A. V.</i> ,	Southport,	1894
FARMINGTON,	Simeon Pease, <i>A. V.</i> ,	Greenfield Hill,	1894
	Erastus Gay, <i>C.</i> ,	Farmington,	1892
	Martin L. Parsons,	Unionville,	1892
	George N. Whiting,	Farmington,	1892
	D. N. Barney,	"	1893
	Rev. William H. Redding,	Unionville,	1893
	Saml. Frisbie,	"	1893
	Martin O'Meara,	Farmington,	1894
	Nelson B. Keyes,	Unionville,	1894
	H. W. Barbour, <i>S.</i> ,	Farmington,	1894
FRANKLIN,.....	Rev. Geo. L. Clark, <i>A. V.</i> ,	"	
	Rev. D. D. Marsh, <i>A. V.</i> ,	Unionville,	
	George E. Starkweather, <i>A. V.</i> ,	Franklin,	1892
	George H. Griffing, <i>S. A. V.</i> ,	"	1892
	Daniel McCarty, <i>A. V.</i> ,	Yantic,	1893
	Clayton H. Lathrop, <i>A. V.</i> ,	North Franklin,	1893
GLASTONBURY,	Henry Bellows, <i>A. V.</i> ,	Baltic,	1894
	George L. Ladd, <i>C. A. V.</i> ,	North Franklin,	1894
	Wm. H. Griswold, <i>C. A. V.</i> ,	Addison,	1892
	Rev. Marcus Burr, <i>A. V.</i> ,	South Glastonbury,	1892
	Julius S. Hollister, <i>A. V.</i> ,	East Glastonbury,	1893
	A. A. Babcock, <i>A. V.</i> ,	South Glastonbury,	1893
GOSHEN,	W. I. Goodale, <i>A. V.</i> ,	Addison,	1894
	S. H. Williams, <i>S. A. V.</i> ,	Glastonbury,	1894
	W. W. Norton, <i>C.</i> ,	Goshen,	1892
	George Hammond,	West Goshen,	1892
	J. D. Barton,	"	1893
	Rev. A. G. Hibbard, <i>S. A. V.</i> ,	Goshen,	1893
GRANBY,.....	Henry Norton,	"	1893
	Norman S. Tibballs,	Winchester,	1893
	L. C. Spring, <i>C. A. V.</i> ,	Granby,	1892
	C. P. Loomis,	"	1892
	F. J. Jewett, <i>S. A. V.</i> ,	"	1892
	Henry J. Dewey,	"	1893
GREENWICH,.....	Charles B. Case,	West Granby,	1893
	George O. Beach,	"	1893
	Condit Hayes,	"	1894
	O. D. Case,	Granby,	1894
	H. G. Viets,	"	1894
	Thomas F. Hawley, <i>A. V.</i> ,	Glenville,	1892
GRISWOLD,	Silas E. Mead, <i>A. V.</i> ,	Round Hill,	1892
	Henry C. Boswell, <i>A. V.</i> ,	Greenwich,	1893
	Isaac L. Mead, <i>A. V.</i> ,	"	1893
	Dr. J. L. Marshall, <i>C. A. V.</i> ,	Bayport,	1894
	George P. Fisher, <i>S. A. V.</i> ,	"	1894
	E. C. Kegwin, <i>C.</i> ,	Jewett City,	1892
	E. A. Geer,	Griswold,	1892

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
GRISWOLD,	Charles E. Chapman, <i>S., A. V.</i> ,	Glasgo,	1892
	James H. Finn,	Jewett City,	1893
	W. L. Bliven,	"	1893
	Samuel Barber,	"	1893
	Daniel L. Phillips,	Griswold,	1894
	N. B. Lewis,	"	1894
GROTON,	David A. Daboll, Jr., <i>S., A. V.</i> ,	Center Groton,	1892
	Rev. A. J. McLeod, <i>A. V.</i> ,	Groton,	1892
	Nelson Morgan, <i>C., A. V.</i> ,	Noank,	1893
	Rev. Joseph Hooper, <i>A. V.</i> ,	Mystic,	1893
	Joseph Hull, <i>A. V.</i> ,	Old Mystic,	1894
	Rev. J. J. Smith,	Guilford,	1892
GUILFORD,	Rev. H. C. McKnight, <i>A. V.</i> ,	North Guilford,	1892
	Calvin M. Leete,	Leete's Island,	1892
	Rev. Dr. W. G. Andrews, <i>C.</i> ,	Guilford,	1893
	Henry R. Spencer,	"	1893
	John R. Rossiter,	North Guilford,	1893
	Rev. Geo. W. Banks, <i>S., A. V.</i> ,	Guilford,	1894
	Dr. Geo. H. Beebe, <i>A. V.</i> ,	"	1894
	Fred. E. Norton,	"	1894
	Gilbert M. Clark,	Haddam Neck,	1892
	Charles O. Gillette,	"	1892
HADDAM,	Russell H. Shailer,	Shailerville,	1892
	E. P. Arnold, <i>C.</i> ,	Higganum,	1893
	R. E. Thayer,	"	1893
	Geo. S. Pelton, <i>S., A. V.</i> ,	"	1893
	Orrin Shailer,	Shailerville,	1894
	A. W. Tyler,	Tylerville,	1894
	H. H. Brainerd,	Higganum,	1894
	Harry P. Woodruff,	Mount Carmel,	1892
	Rev. C. D. Greeley,	Mount Carmel Center,	1892
	Homer Tuttle,	"	1892
HAMDEN,	George L. Clark, <i>C.</i> ,	Hamden,	1893
	John M. Hendinger,	Highwood,	1893
	Elias Dickerman, <i>S., A. V.</i> ,	Whitneyville,	1893
	Ellsworth B. Cooper,	Hamden,	1894
	Henry Hogan,	Highwood,	1894
	Rev. John T. Winters, <i>A. V.</i> ,	Mount Carmel,	1894
	Austin E. Pearl, <i>S.</i> ,	Hampton,	1892
	David Greenslit, <i>C.</i> ,	"	1892
	H. H. Converse,	"	1892
	Geo. R. Burrows,	"	1893
HAMPTON,	Alphonso Albro,	Clark's Corner,	1893
	Henry Clapp,	Rawson,	1893
	Addison J. Greenslit, <i>A. V.</i> ,	Hampton,	1894
	J. W. Congdon,	Howard Valley,	1894
	Geo. H. Kimball,	Hampton,	1894
	Daniel A. Markham, <i>S.</i> ,	Hartford,	1892
	Rev. Edwin P. Parker,	"	1892
	John H. Brocklesby, <i>A. V.</i> ,	"	1892
	Sidney E. Clarke,	"	1893
	Rev. Francis Goodwin,	"	1893
HARTFORD,	Wm. Waldo Hyde,	"	1893
	George C. Bailey,	"	1894
	Thomas F. Kane,	"	1894
	Dr. George R. Shepherd, <i>C.</i> ,	"	1894
	E. A. Gaylord, <i>C., A. V.</i> ,	West Hartland,	1892
	Henry H. Griswold,	"	1892
	Edward A. Collins,	East Hartland,	1893
	Uriah Nickerson,	Riverton,	1894
	I. C. Stratton, <i>S., A. V.</i> ,	Hartland,	1894
	John G. Pratt,	East Litchfield,	1892
HARWINTON,*	Lucius P. Drake,	Torrington,	1892
	Martin L. Goodwin,	Harwinton,	1893
	Ames C. Scoville, <i>S., A. V.</i> ,	"	1893
	Albert G. Wilson, <i>C.</i> ,	"	1894
	C. M. Ely,	"	1894
	Rev. Geo. E. Chapin, <i>C., A. V.</i> ,	Hebron,	1892
HEBRON,	Norman P. Little,	"	1892
	Cyrus H. Pendleton, <i>S., A. V.</i> ,	"	1892
	Rev. Edward C. Johnson,	"	1893

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
HEBRON,.....	Chas. L. Phelps, ..	Hebron, ..	1893
	Hart E. Buell, ..	Gilead, ..	1893
	Joel Jones, ..	North Westchester, ..	1894
	Daniel W. White, ..	Hebron, ..	1894
	Frank R. Post, ..	" ..	1894
HUNTINGTON,.....	G. M. Wakelee, ..	Birmingham, ..	1892
	Edward S. Hawley, <i>S., A. V.</i> , ..	Huntington, ..	1892
	D. S. Brinsmade, <i>C.</i> , ..	Birmingham, ..	1893
	Lewis W. Booth, ..	" ..	1893
	Horace Wheeler, <i>A. V.</i> , ..	" ..	1894
KENT, ..	Fred Durand, <i>C.</i> , ..	" ..	1894
	Irwin J. Beardsley, <i>A. V.</i> , ..	New Preston, ..	1892
	Rev. Wm. F. Beilby, <i>C., A. V.</i> , ..	Kent, ..	1892
	John Slosson, <i>A. V.</i> , ..	Kent Furnace, ..	1893
	Walter O. Page, <i>A. V.</i> , ..	South Kent, ..	1893
KILLINGLY,.....	John Chase, <i>A. V.</i> , ..	" ..	1894
	B. G. Pratt, <i>S., A. V.</i> , ..	Kent, ..	1894
	George Lloyd, ..	Danielsonville, ..	1892
	Dr. Charles E. Hill, ..	East Killingly, ..	1892
	Henry C. Atwood, ..	Killingly, ..	1892
KILLINGWORTH,.....	Chauncey H. Wright, ..	South Killingly, ..	1893
	Herbert C. Columbus, ..	East Killingly, ..	1893
	Rev. F. L. Knapp, <i>C., A. V.</i> , ..	Danielsonville, ..	1893
	Dr. Asahel E. Darlings, ..	Killingly, ..	1894
	Dr. Henry L. Hammond, ..	" ..	1894
LEBANON,.....	Anthony Ames, <i>S., A. V.</i> , ..	Danielsonville, ..	1894
	Nathan H. Evarts, <i>C.</i> , ..	Killingworth, ..	1893
	H. L. Nettleton, <i>S., A. V.</i> , ..	" ..	1893
	L. L. Nettleton, ..	Madison, ..	1893
	Albert G. Kneeland, <i>A. V.</i> , ..	Lebanon, ..	1892
LEDYARD,.....	Dr. W. P. Barber, <i>C., A. V.</i> , ..	" ..	1894
	Isaac Gillette, <i>S., A. V.</i> , ..	" ..	1894
	Isaac G. Geer, <i>C., A. V.</i> , ..	Ledyard, ..	1892
	Thomas Latham, <i>A. V.</i> , ..	Gales Ferry, ..	1892
	George Fanning, <i>S., A. V.</i> , ..	Shewville, ..	1892
LISBON,.....	Thomas M. Francis, ..	Jewett City, ..	1892
	Rev. O. M. Bosworth, <i>C., A. V.</i> , ..	" ..	1892
	C. J. Bromley, ..	" ..	1893
	Rev. John W. Payne, <i>S., A. V.</i> , ..	" ..	1893
	Chas. Edw. Prior, ..	" ..	1894
LITCHFIELD,*.....	Charles I. Page, <i>A. V.</i> , ..	Milton, ..	1892
	Joseph H. Hopkins, <i>A. V.</i> , ..	Northfield, ..	1892
	George W. Mason, <i>A. V.</i> , ..	Litchfield, ..	1893
	T. Leander Jennings, <i>C., A. V.</i> , ..	Bantam, ..	1893
	Charles O. Belden, <i>A. V.</i> , ..	Litchfield, ..	1894
LYME,.....	D. C. Kilbourn, <i>S., A. V.</i> , ..	" ..	1894
	John W. Bill, ..	Bill Hill, ..	1892
	Rev. B. B. Hopkinson, ..	Lyme, ..	1892
	H. B. Sisson, <i>S., A. V.</i> , ..	Hamburgh, ..	1893
	E. Hart Geer, ..	Hadlyme, ..	1893
MADISON,.....	Dr. J. G. Ely, <i>C.</i> , ..	Hamburgh, ..	1894
	Rev. Dr. E. F. Burr, ..	Lyme, ..	1894
	James L. Parker, <i>A. V.</i> , ..	Madison, ..	1892
	Webster D. Whedon, ..	" ..	1892
	Rev. J. A. Gallup, <i>S.</i> , ..	" ..	1893
MANCHESTER,.....	S. R. Crampton, <i>A. V.</i> , ..	" ..	1893
	J. Myron Hull, <i>C.</i> , ..	" ..	1894
	Joseph D. Kelsey, ..	" ..	1894
	John S. Cheney, <i>C.</i> , ..	South Manchester, ..	1892
	Thomas H. Weldon, ..	" ..	1892
MANSFIELD,.....	Rev. Edward H. Coley, <i>A. V.</i> , ..	" ..	1892
	Jasper A. Fitch, ..	Manchester, ..	1893
	Rev. D. A. Haggerty, <i>A. V.</i> , ..	South Manchester, ..	1894
	Dr. Oliver B. Taylor, <i>S., A. V.</i> , ..	Manchester Green, ..	1894
	Dr. E. G. Sumner, <i>S., A. V.</i> , ..	Mansfield Center, ..	1892
	A. W. Buchanan, <i>C.</i> , ..	" ..	1892
	Ozra G. Hanks, ..	Gurleyville, ..	1892
	S. O. Barrows, ..	Storrs, ..	1893
	G. F. Swift, ..	Mansfield Center, ..	1893
	John S. Hanks, ..	Gurleyville, ..	1893
	Prof. B. F. Koons, ..	Storrs, ..	1894
	Henry Huntington, <i>A. V.</i> , ..	Mansfield Depot, ..	1894
	Geo. H. Andrews, ..	Willimantic, ..	1894

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term. Expires.
MARLBOROUGH,.....	William R. Bolles, ..	Marlborough, ..	1892
	Ida R. Veasey, <i>A. V.</i> , ..	" ..	1892
	James J. Bell, <i>C., A. V.</i> , ..	" ..	1893
	Mrs. W. W. Bolles, ..	" ..	1893
	John Lord, <i>S., A. V.</i> , ..	" ..	1894
MERIDEN,.....	Dr. C. H. S. Davis, ..	Meriden, ..	1892
	Dr. A. W. Tracy, ..	" ..	1892
	Rev. Dr. J. H. Chapin, <i>C.</i> , ..	" ..	1892
	Rev. J. T. Pettee, <i>S., A. V.</i> , ..	" ..	1893
	Dr. O. J. D. Hughes, ..	" ..	1893
	Henry W. Hirschfeld, ..	" ..	1893
	George H. Lohman, ..	" ..	1894
	Frank E. Sands, Ph.B., ..	" ..	1894
	Rev. Asher Anderson, ..	" ..	1894
MIDDLEBURY,.....	Dr. Marcus DeForest, ..	Middlebury, ..	1892
	H. S. Atwood, ..	" ..	1892
	G. Frederick Abbott, <i>S.</i> , ..	" ..	1893
	Miss M. Louise Townsend, <i>C.</i> , ..	" ..	1893
	D. M. Fenn, ..	" ..	1894
	Mrs. Bessie Bronson, ..	" ..	1894
	Rev. W. F. Avery, <i>A. V.</i> , ..	" ..	1894
MIDDLEFIELD,.....	Dwight S. Coe, ..	Middlefield, ..	1892
	Isaac H. Cornwell, ..	" ..	1892
	Frank I. Miller, ..	" ..	1893
	Frances W. Perkins, <i>S., A. V.</i> , ..	" ..	1893
	Moses W. Terrill, <i>C.</i> , ..	" ..	1894
	Walter Hall, ..	" ..	1894
MIDDLETOWN,.....	H. E. Smith, <i>A. V.</i> , ..	Middletown, ..	1892
	Charles E. Bacon, <i>A. V.</i> , ..	" ..	1892
	Charles Reynolds, <i>S., A. V.</i> , ..	" ..	1893
	Patrick Meegan, <i>A. V.</i> , ..	" ..	1893
	Murray Closson, <i>A. V.</i> , ..	" ..	1894
	Eben P. Hubbard, <i>C., A. V.</i> , ..	" ..	1893
MIDDLETOWN,†.....	W. U. Pearne, <i>S.</i> , ..	Middletown, ..	1892
(City District.)	Dr. Leonard Bailey, <i>A. V.</i> , ..	" ..	1892
	Sherman M. Bacon, ..	" ..	1892
	Wm T. Elmer, <i>C.</i> , ..	" ..	1893
	D. J. Donahoe, ..	" ..	1893
	Rev. B. O. Sheridan, ..	" ..	1893
	L. D. Mills, ..	" ..	1894
	Thomas Thompson, ..	" ..	1894
	E. R. Chaffee, ..	" ..	1894
MILFORD,*.....	Robert W. Clark, ..	Milford, ..	1892
	Charles W. Beardsley, ..	" ..	1892
	Nathan E. Smith, <i>A. V.</i> , ..	" ..	1892
	Albert A. Baldwin, <i>C.</i> , ..	" ..	1892
	George M. Gunn, ..	" ..	1893
	William G. Mitchell, ..	" ..	1893
	Dr. W. S. Putney, ..	" ..	1893
	David E. Smith, ..	" ..	1893
	John S. Cairol, ..	" ..	1894
	A. Clark Platt, ..	" ..	1894
	C. A. Tomlinson, <i>S.</i> , ..	" ..	1894
	William B. Brotherton, <i>A. V.</i> , ..	" ..	1894
MONROE,.....	C. Edward Osborne, <i>S., A. V.</i> , ..	Stepney, ..	1893
	Benjamin H. French, <i>A. V.</i> , ..	Stepney Depot, ..	1893
	E. G. Beardsley, <i>C.</i> , ..	" ..	1893
MONTVILLE,.....	J. R. Gay, <i>S., A. V.</i> , ..	Massapeag, ..	1892
	William Smiddy, ..	Montville, ..	1892
	D. D. Lyon, ..	" ..	1892
	Wm. A. Cogshall, <i>A. V.</i> , ..	Uncasville, ..	1893
	Moses Chapman, <i>A. V.</i> , ..	Oakdale, ..	1893
	Samuel W. Strickland, ..	Chesterfield, ..	1893
	Silas H. Browning, <i>C.</i> , ..	Montville, ..	1894
	George O. Gadbois, <i>A. V.</i> , ..	Leffingwell, ..	1894
MORRIS,.....	Clark S. Loveland, <i>S., A. V.</i> , ..	Morris, ..	1892
	William Kirchberger, <i>C., A. V.</i> , ..	East Morris, ..	1892
	Silas Stockman, ..	" ..	1893
	Dwight Griswold, ..	West Morris, ..	1893
	Homer Stoddard, ..	" ..	1894
	Samuel A. Whittlesey, ..	" ..	1894

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
NAUGATUCK,.....	Wm. T. Rodenbach, <i>S., A. V.,</i>	Naugatuck, ..	1892
	Patrick J. Brennan, <i>A. V.,</i>	" ..	1892
	Dr. F. B. Tuttle, <i>C., A. V.,</i>	" ..	1893
	G. W. Andrews, <i>A. V.,</i>	" ..	1893
	A. H. Dayton, <i>A. V.,</i>	" ..	1894
	John Breen, <i>A. V.,</i>	" ..	1894
NEW BRITAIN,*.....	R. G. Hibbard, <i>S., A. V.,</i>	New Britain, ..	1892
	Thomas Begley, ..	" ..	1892
	V. B. Chamberlain, ..	" ..	1892
	Louis J. Muller, ..	" ..	1892
	E. H. Davison, <i>C.,</i>	" ..	1893
	Lawrence Crean, ..	" ..	1893
	Charles S. Andrews, ..	" ..	1893
	Morris C. Webster, ..	" ..	1893
	Thomas S. Bishop, ..	" ..	1894
	John Walsh, ..	" ..	1894
	Leopold Klett, ..	" ..	1894
	Michael J. Coholan, ..	" ..	1894
	C. D. Hine, <i>ex officio,</i>	" ..	
	John N. Bartlett, <i>A. V.,</i>	" ..	
* NEW CANAAN,.....	Dr. William C. Brownson, ..	New Canaan, ..	1892
	S. B. Hoyt, ..	" ..	1892
	Rev. W. E. Scofield, <i>S., A. V.,</i>	" ..	1893
	Rev. R. H. Neide, ..	" ..	1893
	G. H. Johnson, ..	" ..	1894
	B. D. Purdy, <i>C.,</i>	" ..	1894
NEW FAIRFIELD,.....	J. J. Treadwell, <i>S., A. V.,</i>	New Fairfield, ..	1892
	David H. Disbrow, ..	" ..	1893
	Edward Treadwell, ..	Lanesville, ..	1893
	Isaac S. Knapp, ..	New Fairfield, ..	1893
	H. H. Wildman, <i>C.,</i>	" ..	1894
	A. C. Bigelow, ..	" ..	1894
NEW HARTFORD,.....	Orrin Fitch, <i>A. V.,</i>	New Hartford, ..	1892
	R. H. Sherman, <i>A. V.,</i>	" ..	1892
	R. M. Olmsted, <i>S.,</i>	Nepaug, ..	1892
	Henry T. Smith, ..	New Hartford, ..	1893
	John Richards, <i>C.,</i>	" ..	1893
	G. C. Beckwith, <i>A. V.,</i>	Nepaug, ..	1894
NEW HAVEN,†.....	Samuel R. Avis, ..	New Haven, ..	1892
(City District.)	Eli Whitney, Jr., ..	" ..	1892
	Joseph D. Plunkett, ..	" ..	1893
	Charles E. Graves, <i>C.,</i>	" ..	1893
	Samuel Hemingway, ..	" ..	1893
	Horace H. Strong, ..	" ..	1894
	George F. Holcomb, ..	" ..	1894
	Richard M. Sheridan, ..	" ..	1894
	Horace Day, <i>S.,</i>	" ..	
	V. G. Curtis, <i>Supl.,</i>	" ..	
NEW HAVEN,†.....	John N. Austin, ..	Westville, ..	1892
(Westville District.)	E. L. Hitchcock, ..	" ..	1892
	Hobart L. Hotchkiss, <i>S., A. V.,</i>	" ..	1892
	L. Wheeler Beecher, <i>C.,</i>	" ..	1893
	Burton Dickerman, ..	" ..	1893
	Thomas McClure, ..	" ..	1893
	M. E. Terrell, ..	" ..	1894
	A. N. Farnham, ..	" ..	1894
	Amos Dickerman, ..	" ..	1894
NEW HAVEN,.....	Joseph Belser, <i>C.,</i>	Morris Cove, New Haven, ..	1892
(South District.)	Mrs. Joseph Belser, <i>A. V.,</i>	" ..	1892
	Julius H. Morris, <i>S.,</i>	" ..	1892
	Mrs. J. H. Morris, <i>A. V.,</i>	" ..	1892
NEWINGTON,.....	Jedediah Deming, ..	Newington, ..	1892
	Charles K. Atwood, <i>S.,</i>	" ..	1892
	John S. Kirkham, <i>C.,</i>	" ..	1893
	George E. Churchill, ..	" ..	1893
	H. M. Robbins, ..	" ..	1894
	Pratt Francis, ..	" ..	1894
	Rev. Jared Starr, <i>A. V.,</i>	Newington Junction, ..	
NEW LONDON,*.....	Benjamin Stark, <i>C.,</i>	New London, ..	1892
	Thomas W. Potter, ..	" ..	1892
	J. P. Johnston, ..	" ..	1892
	H. D. Harris, <i>S.,</i>	" ..	1893
	F. E. Barker, ..	" ..	1893

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
NEW LONDON,*.....	Dr. J. G. Stanton,	New London,	1893
	Alfred Coit, S.,	"	1894
	J. Lawrence Chew,	"	1894
	Charles Hewitt,	"	1894
	Chas. B. Jennings, A. V., ..	"	1894
NEW MILFORD,.....	Francis E. Baldwin, C.,	Northville,	1892
	John F. Addis,	New Milford,	1892
	David A. Baldwin,	"	1892
	Amos H. Bowers, A. V.,	Gaylordsville,	1893
	George W. Richmond,	New Milford,	1893
	Ethiel S. Green,	"	1893
	C. A. Todd, S., A. V.,	"	1894
	Charles N. Hall,	"	1894
NEWTOWN,.....	Frederick E. King, A. V.,	"	1894
	John J. Northrop, S., A. V., ..	Newtown,	1892
	Robert A. Clark, A. V.,	Hawleyville,	1892
	Dana P. Richardson, A. V., ..	Sandy Hook,	1893
	Thos. J. Corbett, A. V.,	"	1893
	William J. Brew, C. A. V.,	"	1894
NORFOLK,.....	E. L. Johnson, A. V.,	Newtown,	1894
	Frederick E. Porter, C.,	Norfolk,	1892
	George R. Bigelow, A. V.,	"	1892
	Horace B. Knapp,	"	1892
	Edmund Brown, A. V.,	"	1893
	Rev. John DePeu,	"	1893
	Burritt Darrow,	"	1893
	Silas A. Palmer,	"	1894
	John D. Bassett, S.,	"	1894
NORTH BRANFORD,.....	William O'Connor,	"	1894
	Rev. J. L. Nott, A. V.,	Northford,	1892
	Rev. F. Countryman, C., A. V., ..	North Branford,	1892
	N. M. Robinson,	"	1892
	R. M. Rose,	"	1893
	William Maltby, S.,	Northford,	1893
NORTH CANAAN,.....	Rev. W. H. Roberts,	"	1894
	George S. Dunning,	East Canaan,	1892
	E. M. Rood,	Clayton, Mass.,	1892
	M. B. Tobey, C., A. V.,	East Canaan,	1893
	Rev. F. W. Barnett, A. V.,	Canaan,	1893
	E. S. Roberts,	East Canaan,	1894
NORTH HAVEN,.....	A. T. Roraback, S., A. V.,	Canaan,	1894
	Joseph Pierpont,	North Haven,	1892
	Hubert F. Potter,	Montwese,	1892
	Theophilus O. Eaton,	"	1892
	Dr. R. B. Goodyear, S., A. V., ..	North Haven,	1893
	S. B. Thorpe, C.,	"	1893
	Ezra L. Stiles,	"	1893
	Nathaniel D. Forbes,	Montwese,	1894
	Stephen H. Bower,	North Haven,	1894
NORTH STONINGTON,....	Jesse B. Jacobs,	Wallingford,	1894
	James F. Brown, S., A. V.,	North Stonington,	1894
	John D. Avery, C., A. V.,	"	1894
	Frank R. Brown, A. V.,	"	1894
NORWALK,.....	John A. Slater, A. V.,	South Norwalk,	1892
	Bradley S. Keith,	Winnipauk,	1892
	Francis Leonard,	Norwalk,	1892
	Edwin Adams, C.,	South Norwalk,	1893
	Frederick R. Mead,	Norwalk,	1893
	Alfred E. Austin, A. V.,	"	1893
	George W. Carroll,	South Norwalk,	1894
	John H. Light,	"	1894
	Charles Olmstead, S., A. V., ..	Norwalk,	1894
	Frank E. Brown,	Norwich,	1892
NORWICH,.....	Patrick McLaughlin, S.,	"	1892
	Timothy Kelley,	"	1892
	Palmer Bill,	"	1893
	Newton P. Smith,	"	1893
	James W. Murphy,	Norwich Town,	1893
	Nathan L. Bishop,	Norwich,	1894
	Joseph T. Fanning, A. V.,	Norwich,	1894
	Franklin H. Brown, C.,	"	1894
NORWICH(Town St. Dist.),†	Ira L. Peck, C.,	Norwich,	1892
	Wm. H. Fitch,	Norwich Town,	1892

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
NORWICH (Town St. Dist.),†	George McClellan,	Norwich Town,	1892
	Alba L. Hale,	"	1893
	Lewis A. Hyde,	Norwich,	1893
	James E. Bushnell,	Norwich Town,	1893
	J. S. Lathrop, S., A. V.,	"	1894
	Wm. B. Lathrop,	"	1894
	C. G. Lillibridge,	"	1894
NORWICH (Central Dist.),†	Dr. Patrick Cassidy,	Norwich,	1892
	S. Ashbel Crandall,	"	1892
	John F. Parker,	"	1892
	Burrell W. Hyde, S.,	"	1893
	M. M. Whittemore,	"	1893
	Costello Lippitt, C.,	"	1893
	Luther R. Case,	"	1894
	S. Alpheus Gilbert,	"	1894
	Donald G. Perkins,	"	1894
	N. L. Bishop, A. V. and Supt.,	"	1894
NORWICH (West Chelseat District),	Nathan Small, A. V.,	Norwich,	1892
	R. S. Bushnell,	"	1892
	Jerome T. Williams,	"	1892
	Robert Brown, C.,	"	1893
	Daniel D. Lyman,	"	1893
	Albertus Peckham,	"	1893
	Hezekiah Perkins,	"	1894
	Reuben S. Bartlett,	"	1894
	J. H. Cranston, S., A. V.,	"	1894
	B. F. Swaney, S.,	Black Hall,	1892
OLD LYME,	A. Henry Griswold, A. V.,	"	1892
	J. Swaney, C.,	"	1893
	F. L. Babcock,	Old Lyme,	1893
	J. M. Huntley,	"	1894
	J. G. Perkins,	"	1894
OLD SAYBROOK,*	Frank J. Kirtland,	Saybrook Point,	1892
	G. W. Denison,	Saybrook,	1892
	Robert Chapman,	"	1893
	J. S. Dickinson,	"	1893
	W. E. Clark, C.,	"	1894
	J. N. Clark, S., A. V.,	"	1894
	Rev. Bernard Paine, A. V.,	"	1894
	Rev. J. D. S. Pardee, A. V.,	"	1894
	Wellington M. Andrew, A. V.,	Orange,	1892
	Dr. J. F. Barnett, S., A. V.,	West Haven,	1892
ORANGE,	Rev. N. J. Squires, C., A. V.,	"	1893
	William A. Peck, A. V.,	"	1893
	I. P. Treat, A. V.,	Orange,	1894
	Prof. Henry A. Beers, A. V.,	West Haven,	1894
	Edgar B. Harger, A. V.,	Oxford,	1892
OXFORD,	Elijah B. Treat, A. V.,	"	1892
	Dr. Lewis Barnes, S., A. V.,	"	1893
	Orlando C. Osborn, A. V.,	"	1893
	Rev. Lewis F. Morris, C., A. V.,	"	1894
	Charles H. Lum, A. V.,	"	1894
PLAINFIELD,	W. Tillinghast, C., A. V.,	Plainfield,	1892
	Erastus Spaulding,	Moosup,	1892
	Rev. G. W. Kinney, A. V.,	"	1892
	Rev. S. H. Fellows, S., A. V.,	Wauregan,	1893
	Thomas W. Brown,	Moosup,	1893
	J. M. Wilcox,	Central Village,	1893
	Daniel H. Grover,	Moosup,	1894
	Rev. Henry T. Arnold, A. V.,	Plainfield,	1894
	Daniel P. Downing,	"	1894
	Rev. Henry T. Walsh, A. V.,	Plainville,	1892
PLAINVILLE,*	Dr. J. N. Bull, S.,	"	1892
	Frank S. Neal,	"	1893
	E. F. Tomlinson, C.,	"	1893
	Dr. T. G. Wright,	"	1894
	M. P. Ryder,	"	1894
PLYMOUTH,	W. W. Clemence, C.,	Terryville,	1892
	W. G. Barton,	"	1892
	A. P. Fenn,	Plymouth,	1892
	George Langdon,	"	1893
	Rev. W. F. Arms, S., A. V.,	Terryville,	1893
	E. M. Talmadge,	Plymouth,	1893

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
PLYMOUTH,	J. W. Clark, ..	Terryville, ..	1894
	Rev. J. S. Zelig, <i>A. V.</i> , ..	Plymouth, ..	1894
	A. W. Welton, ..	" ..	1894
POMFRET,	Horace Sabin, <i>C.</i> , ..	Pomfret, ..	1892
	William D. Fay, ..	Elliott, ..	1892
	E. P. Mathewson, ..	Pomfret, ..	1892
	C. P. Grosvenor, ..	Abington, ..	1893
	George Allen, <i>S.</i> , ..	" ..	1893
	Rev. Daniel Denison, <i>A. V.</i> , ..	Pomfret Center, ..	1893
	Miss Gertrude Vinton, ..	" ..	1894
	Mrs. Anna Johnson, ..	Elliott, ..	1894
	E. P. Hayward, ..	Pomfret Center, ..	1894
PORTLAND,	Rev. Henry Cartledge, <i>A. V.</i> , ..	Abington, ..	1892
	G. B. Cleveland, <i>C., A. V.</i> , ..	Portland, ..	1892
	A. H. Hale, <i>A. V.</i> , ..	" ..	1892
	C. H. White, ..	Gildersleeve, ..	1892
	F. Gildersleeve, ..	" ..	1893
	Dr. C. A. Sears, ..	Portland, ..	1893
	W. D. Penfield, <i>S.</i> , ..	Cobalt, ..	1893
	J. H. Pelton, ..	Portland, ..	1894
	E. F. Bigelow, ..	" ..	1894
	H. E. Ellsworth, ..	" ..	1894
PRESTON,	Mason S. Hewitt, <i>C., A. V.</i> , ..	Preston, ..	1893
	John F. Richardson, <i>S., A. V.</i> , ..	" ..	1893
	Park A. Williams, <i>A. V.</i> , ..	Norwich, ..	1893
PROSPECT,*	F. A. Willetts, ..	Prospect, ..	1892
	G. Edgar Wallace, ..	" ..	1892
	H. N. Clark, ..	" ..	1893
	George R. Morse, <i>A. V.</i> , ..	" ..	1893
	Rev. Wm. H. Phipps, <i>S., A. V.</i> , ..	" ..	1894
	W. E. Clark, <i>C.</i> , ..	" ..	1894
PUTNAM,	Dr. John B. Kent, <i>C.</i> , ..	Putnam, ..	1892
	Edgar M. Warner, <i>A. V.</i> , ..	" ..	1892
	Henry M. Gazley, ..	" ..	1892
	George A. Hammond, ..	" ..	1893
	Alfred H. Wright, ..	" ..	1893
	Charles L. Torrey, <i>S., A. V.</i> , ..	" ..	1893
	Lucius H. Fuller, <i>A. V.</i> , ..	" ..	1894
	Eugene A. Wheelock, ..	" ..	1894
	Nathan W. Kennedy, ..	" ..	1894
REDDING,	W. A. Lounsbury, ..	Redding, ..	1892
	E. P. Shaw, <i>C., A. V.</i> , ..	Redding Ridge, ..	1892
	Mrs. Mary Thompson, ..	Danbury, ..	1892
	W. C. Sanford, ..	Redding Ridge, ..	1893
	Michael Connery, ..	Georgetown, ..	1893
	Mrs. C. C. Gorham, <i>A. V.</i> , ..	Redding, ..	1893
	Rev. W. J. Jennings, <i>S., A. V.</i> , ..	" ..	1894
	B. S. Boughton, ..	" ..	1894
RIDGEFIELD,	Dr. Wm. S. Todd, ..	Ridgefield, ..	1892
	Howard E. Mead, ..	" ..	1892
	Rev. J. W. Ballantine, <i>S., A. V.</i> , ..	" ..	1892
	Rev. Foster Ely, ..	" ..	1893
	Wm. J. Humphreys, ..	Titicus, ..	1893
	John D. Nash, ..	" ..	1893
	Wm. O. Seymour, <i>C.</i> , ..	Ridgefield, ..	1894
	Rev. John S. Whedon, ..	" ..	1894
	John P. Mills, ..	" ..	1894
ROCKY HILL,	Samuel Keeler, <i>A. V.</i> , ..	" ..	1894
	Dr. F. L. Burr, <i>A. V.</i> , ..	Rocky Hill, ..	1892
	James A. Wilcox, ..	" ..	1892
	Samuel Ashwell, <i>A. V.</i> , ..	" ..	1893
	Fred'k Morton, <i>C.</i> , ..	" ..	1893
	Wm. G. Robbins, <i>S.</i> , ..	" ..	1894
	James H. Warner, ..	" ..	1894
ROXBURY,	G. W. P. Leavenworth, ..	Hotchkissville, ..	1892
	Charles Sanford, <i>C., A. V.</i> , ..	Roxbury, ..	1892
	John F. McCarthy, ..	Roxbury Station, ..	1893
	E. W. Preston, ..	Roxbury, ..	1893
	W. B. Ward, ..	" ..	1894
	Albert L. Pierce, <i>S., A. V.</i> , ..	" ..	1894
SALEM,	Olin F. Boynton, <i>S., A. V.</i> , ..	Gardner's Lake, ..	1892
	Alvah Morgan, ..	Salem, ..	1892
	Dr. Charles F. Congdon, ..	" ..	1892

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
SALEM,.....	Frank D. Miner,	Gardner's Lake, ..	1892
	Robert A. Bailey, C.,	Salem,	1893
	G. F. Allen,	"	1893
	Dr. H. M. Burtch,	Salisbury,	1892
SALISBURY,.....	Rev. Timothy F. Bannon,	Lakeville,	1892
	George B. Burrall, C., A. V.,	"	1893
	Rev. R. F. Putnam, S., A. V.,	Lime Rock,	1893
	Rev. John C. Goddard, A. V.,	Salisbury,	1894
	Rev. James H. George, A. V.,	"	1894
	Dwight S. Southworth,	Deep River,	1892
	Charlton M. Pratt,	"	1892
	Frederick L'Hommedieu, S.,	"	1892
SAYBROOK,*.....	George F. Spencer, C.,	"	1893
	Rev. Wm. H. Knouse, A. V.,	"	1893
	Emory C. Parker,	"	1893
	Edwin Bidwell,	"	1894
	Fred. W. Williams,	"	1894
	O. Henry Glover,	"	1894
	Gerald Waldo,	Scotland,	1892
	Caleb Anthony, S., A. V.,	"	1892
SCOTLAND,.....	Chas. A. Brown,	"	1893
	Chas. H. Pendleton,	"	1893
	J. B. Bacon, C.,	"	1894
	John D. Moffit,	"	1894
	James Swan,	Seymour,	1892
	T. B. Beach, S., A. V.,	"	1892
	David Tucker,	"	1892
	T. L. James, C.,	"	1893
SEYMOUR,*.....	F. A. Rugg,	"	1893
	H. N. Eggleston,	"	1893
	John Early,	"	1894
	L. A. Camp, A. V.,	"	1894
	H. J. Halligan,	"	1894
	Charles E. Benton,	Sharon,	1892
	Charles C. Gordon,	Sharon Valley,	1892
	Herman C. Rowley,	Sharon,	1893
SHARON,.....	F. W. Dakin, S.,	"	1893
	Fitch Landon, C.,	Sharon Valley,	1894
	Robert E. Goodwin,	Sharon,	1894
	Rev. F. T. Angevene, A. V.,	"	1894
	Frank Hungerford,	Sherman,	1892
	L. Watson Hungerford,	"	1892
	Mills Hungerford, A. V.,	"	1893
	Hiram A. Wheeler,	"	1893
SHERMAN,.....	Maltby G. Leach,	New Milford,	1893
	Dr. John N. Woodruff,	Sherman,	1894
	Charles I. Leach,	"	1894
	Wesley J. Soule, S., A. V.,	"	1894
	Dr. Charles Wooster,	Tariffville,	1892
	Gavett B. Holcomb,	Weatogue,	1892
	C. B. Holcomb,	Tariffville,	1893
	J. B. McLean,	Simsbury,	1893
SIMSBURY,.....	Rev. C. E. Stowe, C., S., A. V.,	"	1894
	Wm. W. Dodge,	"	1894
	M. F. Gowdy,	Somersville,	1892
	W. P. Fuller,	Somers,	1892
	C. J. Stevenson, S.,	"	1893
	A. W. Kibbe, A. V.,	"	1893
	Otis Loomer, C.,	Somersville,	1894
	Rev. C. H. Ricketts,	Somers,	1894
SOUTHBURY,.....	Ezra Pierce,	South Britain,	1892
	Charles S. Brown,	Southbury,	1892
	Dr. M. L. Cooley, A. V.,	"	1893
	David F. Pierce, C., A. V.,	South Britain,	1893
	Henry W. Beecher,	Southbury,	1894
	Henry M. Canfield, S., A. V.,	South Britain,	1894
	Dr. Jas. H. Osborne, S., A. V.,	Southington,	1892
	Solomon Finch,	"	1892
SOUTHINGTON,.....	Stephen Walkley, C.,	"	1893
	Walter C. Atwater,	Plantsville,	1893
	Elisha R. Newell,	"	1894
	Thos. Buckley,	"	1894

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
SOUTH WINDSOR,.....	Edwin D. Farnham, <i>C.</i> , ..	South Windsor, ..	1892
	Lucinda Willey, <i>A. V.</i> , ..	" ..	1892
	Roswell Grant, <i>S.</i> , ..	East Windsor Hill, ..	1893
	Martin Riordan, ..	South Windsor, ..	1893
	L. J. Grant, ..	Wapping, ..	1894
SPRAGUE,	F. M. Hollister, ..	" ..	1894
	James E. Vickeridge, <i>S., A. V.</i> , ..	Hanover, ..	1892
	Peter Cote, ..	Baltic, ..	1892
	Nathan Geer, ..	" ..	1893
	Wm. Noland, ..	" ..	1893
STAFFORD,.....	Ebenezer Allen, <i>A. V.</i> , ..	Hanover, ..	1894
	Dr. T. I. Stanton, <i>C.</i> , ..	Baltic, ..	1894
	Rev. E. F. Clark, <i>A. V.</i> , ..	Stafford Springs, ..	1892
	Sidney Smith, <i>A. V.</i> , ..	Staffordville, ..	1892
	James Risley, <i>A. V.</i> , ..	Stafford, ..	1892
STAMFORD,*.....	Ralph Wiers, <i>A. V.</i> , ..	West Stafford, ..	1893
	J. R. Washburn, <i>S., A. V.</i> , ..	" ..	1893
	Dr. C. B. Newton, <i>C., A. V.</i> , ..	Stafford Springs, ..	1894
	George H. Hoyt, <i>A. V.</i> , ..	Stamford, ..	1892
	Wm. Wallace Scofield, <i>A. V.</i> , ..	" ..	1892
STERLING,	Dr. Francis J. Rogers, <i>A. V.</i> , ..	" ..	1892
	Robert Swartwout, <i>A. V.</i> , ..	" ..	1893
	Geo. B. Christison, <i>A. V.</i> , ..	Long Ridge, ..	1893
	Geo. H. Soule, <i>A. V.</i> , ..	Stamford, ..	1893
	Schuyler Merritt, <i>C., A. V.</i> , ..	" ..	1894
STONINGTON,.....	Charles Y. Baldwin, <i>A. V.</i> , ..	" ..	1894
	Nath'l R. Hart, <i>S., A. V.</i> , ..	" ..	1894
	Everett C. Willard, <i>Supt.</i> , ..	" ..	1894
	Benjamin S. Bliss, <i>C.</i> , ..	Oneco, ..	1892
	Alva J. Dixon, <i>S., A. V.</i> , ..	" ..	1892
STRATFORD,	John B. Stanton, ..	Providence, R. I., ..	1893
	Orren W. Bates, ..	Oneco, ..	1893
	Henry D. Dixon, ..	North Sterling, ..	1894
	Claramon Hunt, ..	Sterling, ..	1894
	Silas B. Wheeler, <i>C., A. V.</i> , ..	Old Mystic, ..	1893
SUFFIELD,.....	Simeon Gallup, <i>S., A. V.</i> , ..	" ..	1893
	E. Everett Watrous, <i>A. V.</i> , ..	Westerly, R. I., ..	1893
	Joel S. Ives, <i>A. V.</i> , ..	Stratford, ..	1892
	Morton Beardslee, <i>A. V.</i> , ..	" ..	1892
	A. Wilcoxson, <i>S., A. V.</i> , ..	" ..	1893
THOMASTON,*.....	R. H. Russell, <i>C., A. V.</i> , ..	" ..	1893
	H. J. Curtis, <i>A. V.</i> , ..	" ..	1894
	Wm. B. Cogswell, <i>A. V.</i> , ..	" ..	1894
	Edwin A. Russell, <i>C.</i> , ..	Suffield, ..	1892
	Rev. L. B. Curtis, <i>A. V.</i> , ..	" ..	1892
THOMPSON,.....	John B. Cannon, ..	West Suffield, ..	1893
	L. N. Austin, <i>S.</i> , ..	Suffield, ..	1893
	Rev. George F. Genung, ..	" ..	1894
	Henry M. Rose, ..	West Suffield, ..	1894
	Dr. R. S. Goodwin, ..	Thomaston, ..	1892
TOLLAND,.....	George A. Stoughton, ..	" ..	1892
	Samuel S. Lamb, ..	" ..	1892
	Albert P. Bradstreet, <i>C.</i> , ..	" ..	1893
	Geo. H. Stoughton, <i>A. V.</i> , ..	" ..	1893
	Dr. George D. Ferguson, ..	" ..	1893
TORRINGTON,*.....	Frank W. Etheridge, <i>S.</i> , ..	" ..	1894
	Wilbur H. Dunbar, ..	Reynolds Bridge, ..	1894
	Timothy M. Crowley, ..	Thomaston, ..	1894
	Henry H. Williams, <i>A. V.</i> , ..	" ..	1894
	E. Herbert Cortis, <i>C., A. V.</i> , ..	North Grosvenordale, ..	1892
TOLLAND,.....	Rev. Thomas Cooney, <i>A. V.</i> , ..	Grosvenordale, ..	1892
	Rev. G. H. Cummings, <i>S., A. V.</i> , ..	Thompson, ..	1892
	David A. Brown, ..	Tolland, ..	1892
	Mrs. E. S. Agard, ..	" ..	1892
	Miss M. Underwood, ..	" ..	1893
TORRINGTON,*.....	William D. Holman, ..	West Willington, ..	1893
	J. N. Walbridge, ..	Tolland, ..	1894
	A. L. Benton, <i>C., S., A. V.</i> , ..	" ..	1894
	James L. Carson, <i>C.</i> , ..	Torrington, ..	1892
	James Alldis, ..	" ..	1892
TORRINGTON,*.....	Avery F. Miner, ..	" ..	1892
	Luther E. Miller, ..	" ..	1893
	Julian M. Palmer, ..	" ..	1893

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
TORRINGTON,*	Rev. Michael Barry, ..	Torrington, ..	1893
	Henry J. Ashley, ..	" ..	1894
	Oliver P. Coe, ..	" ..	1894
	Willard A. Cowles, S., ..	" ..	1894
	Edwin H. Forbes, Supt., ..	" ..	1894
TRUMBULL,	William B. Mallett, ..	Long Hill, ..	1892
	Beach Hill, ..	" ..	1892
	H. L. Fairchild, ..	Nichols, ..	1893
	S. H. Booth, C., ..	Trumbull, ..	1893
	E. P. Burton, ..	" ..	1894
UNION,	Rev. C. W. Boylston, S., A. V., ..	Long Hill, ..	1894
	Francis L. Upham, A. V., ..	Union, ..	1892
	Frank Town, ..	" ..	1892
	Silas W. Newell, A. V., ..	" ..	1893
	Robert E. Webster, ..	" ..	1893
VERNON,	Jonathan C. Upham, C., ..	" ..	1894
	Elam C. Booth, S., A. V., ..	Stafford Springs, ..	1894
	A. R. Goodrich, C., ..	Vernon, ..	1892
	G. G. Tillinghast, ..	" ..	1892
	Rev. James Dingwell, A. V., ..	Rockville, ..	1893
VOLUNTOWN,	W. V. Mc Nerney, ..	Rockville, ..	1893
	W. B. Foster, S., A. V., ..	Rockville, ..	1894
	A. M. Gibson, ..	" ..	1894
	John E. Tanner, S., A. V., ..	Campbell Mills, ..	1892
	John E. Green, ..	Voluntown, ..	1892
WALLINGFORD,	A. E. Bitgood, C., ..	" ..	1893
	John N. Lewis, ..	" ..	1893
	Frank S. Bitgood, ..	" ..	1894
	E. Byron Gallup, ..	Ekonk, ..	1894
	Rev. J. E. Wildman, C., ..	Wallingford, ..	1892
WARREN,	Rev. Hugh Mallon, ..	" ..	1892
	George Cook, ..	" ..	1893
	Henry L. Hall, S., A. V., ..	" ..	1893
	Rev. Chas. H. Dickinson, ..	" ..	1894
	Patrick Concannon, ..	" ..	1894
WASHINGTON,	Homer T. Sackett, ..	Warren, ..	1892
	Edward W. Carter, ..	" ..	1892
	Noble B. Strong, ..	" ..	1892
	William W. Carter, ..	" ..	1893
	Rev. A. Gardner, C., S., A. V., ..	" ..	1894
WASHINGTON,	Joseph Breen, ..	" ..	1894
	Rev. Herbert B. Turner, ..	Washington, ..	1892
	Charles N. Beach, C., A. V., ..	Washington Depot, ..	1892
	Rev. Henry Upson, S., A. V., ..	New Preston, ..	1893
	Frank P. Bolles, ..	" ..	1893
WATERBURY,	William G. Brinsmade, A. V., ..	Washington, ..	1894
	Charles Calhoun, ..	New Preston, ..	1894
	H. F. Bassett, ..	Waterbury, ..	1892
	M. H. Brennan, ..	" ..	1892
	Dr. B. A. O'Hara, A. V., ..	" ..	1892
WATERBURY(Cent. Dist.),†	A. H. Tyrrell, ..	" ..	1893
	D. F. Webster, ..	" ..	1893
	J. E. Russell, S., ..	" ..	1893
	T. I. Driggs, C., ..	" ..	1894
	G. H. Cowell, A. V., ..	" ..	1894
WATERBURY(Cent. Dist.),†	C. F. Downey, ..	" ..	1894
	Rev. J. A. Mulcahy, A. V., ..	Waterbury, ..	1892
	Dr. John F. Hayes, A. V., ..	" ..	1892
	Dr. E. W. McDonald, A. V., ..	" ..	1892
	J. W. Webster, A. V., ..	" ..	1892
WATERFORD,	John Henderson, Jr., A. V., ..	" ..	1892
	Moritz Grelle, A. V., ..	" ..	1892
	Wilson H. Pierce, A. V., ..	" ..	1892
	Thomas J. Moran, S., ..	" ..	1892
	E. J. Hempstead, C., A. V., ..	New London, ..	1892
WATERTOWN,	G. M. Minor, ..	Waterford, ..	1892
	H. Gorton, A. V., ..	New London, ..	1893
	J. W. Manwaring, ..	Waterford, ..	1893
	A. H. Lanphere, A. V., ..	" ..	1894
	W. C. Saunders, S., A. V., ..	" ..	1894
WATERTOWN,	Samuel A. Merwin, C., A. V., ..	Watertown, ..	1892
	Henry E. Scott, ..	" ..	1892
	M. C. Skilton, A. V., ..	" ..	1893

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
WATERTOWN,.....	Buel Heminway,	Watertown,	1893
	B. Havens Heminway,	"	1894
	T. P. Baldwin, S., A. V.,	"	1894
	Chas. W. Bidwell, A. V.,	"	1894
WESTBROOK,.....	Dr. T. B. Bloomfield, C., A. V.,	Westbrook,	1892
	Gilbert A. Post, S., A. V.,	"	1892
	Joseph Gladwin,	"	1893
	Richard H. Stevens,	"	1894
	Egbert E. Higgins,	"	1894
WEST HARTFORD,*.....	Henry R. Parker,	"	1894
	W. H. Hall, C.,	West Hartford,	1892
	Edward Kelsey,	"	1892
	Wilbur E. Goodwin, S.,	Elmwood,	1892
	A. C. Sternberg, A. V.,	West Hartford,	1893
	H. C. Judd,	Hartford,	1893
	Frank H. Stadtmueller,	Elmwood,	1893
	Timothy Sedgwick,	West Hartford,	1894
	C. Edward Beach,	Elmwood,	1894
	W. H. Mansfield,	West Hartford,	1894
WESTON,.....	Iverson C. Fanton, C.,	Aspetuck,	1892
	Rufus K. Fitch,	Weston,	1892
	Rev. Alex. Hamilton, S., A. V.,	Lyons Plain,	1893
	David S. Parsons,	"	1893
	Vanderbilt Godfrey,	Weston,	1894
	Ebenezer Fitch,	Westport,	1894
WESTPORT,.....	Rev. John H. Carroll,	"	1892
	Daniel B. Bradley, Jr.,	"	1892
	Dr. L. T. Day, A. V.,	"	1893
	F. M. Raymond, S., A. V.,	"	1893
	William J. Jennings, C.,	Green's Farms,	1894
	C. H. Kemper, Jr.,	Westport,	1894
WETHERSFIELD,.....	M. S. Griswold, S.,	Wethersfield,	1892
	Dr. R. Fox,	"	1892
	E. Wolcott Welles,	"	1892
	Rev. W. H. Teel, C.,	"	1893
	F. W. Warner,	"	1893
	Thomas N. Griswold,	South Wethersfield,	1893
	George W. Harris,	Wethersfield,	1894
	S. M. Welles,	"	1894
	Luther W. Adams, A. V.,	South Wethersfield,	1894
WILLINGTON,.....	Edward Pearl, C.,	South Willington,	1894
	Jason Bugbee, Jr.,	Moose Meadow,	1894
	Rev. Chas. H. Brown, S., A. V.,	West Willington,	1894
WILTON,	R. W. Keeler,	North Wilton,	1892
	George William Ogden, S.,	Wilton,	1892
	Benjamin F. Brown, C.,	Cannon's,	1893
	Henry H. Keeler,	Ridgefield,	1893
	William L. Keeler, A. V.,	North Wilton,	1894
	William Sturges,	Wilton,	1894
WINCHESTER,	Midian N. Griswold, A. V.,	Winsted,	1892
	Charles A. Bristol, A. V.,	West Winsted,	1892
	Rev. H. N. Kinney, S., A. V.,	Winsted,	1893
	Dr. H. H. Drake, A. V.,	West Winsted,	1893
	Rev. A. Goodenough, C., A. V.,	Winchester,	1894
	Dr. William S. Hulbert, A. V.,	Winsted,	1894
	John D. Wheeler,	Willimantic,	1892
WINDHAM,.....	Rev. Fl. DeBruycker,	"	1892
	Geo. W. Melony, S.,	"	1892
	Albert R. Morrison,	"	1893
	Charles H. Colgrove, A. V.,	"	1893
	Frederick Rogers, C.,	"	1893
	A. B. Morrill, A. V.,	"	1894
	Rev. Chas. A. Dinsmore, A. V.,	"	1894
	A. D. David,	"	1894
WINDSOR,.....	William H. Harvey, A. V.,	Windsor,	1892
	Rev. F. W. Harriman, C., A. V.,	"	1892
	Seneca O. Griswold, A. V.,	Poquonock,	1892
	Nath'l W. Hayden, S., A. V.,	Windsor,	1892
	Eugene Brown, A. V.,	Poquonock,	1893
	W. W. Loomis, A. V.,	Windsor,	1894
WINDSOR LOCKS,*.....	Allen Pease, S.,	Windsor Locks,	1892
	Dr. W. J. Coyle,	"	1892
	George P. Clark,	"	1893

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
WINDSOR LOCKS,*.....	Rev. J. O'R. Sheridan, ..	Windsor Locks, ..	1893
	E. B. Bailey, ..	" ..	1894
	T. F. McCarty, C., ..	" ..	1894
	Evelyn M. Upson, ..	Wolcott, ..	1892
WOLCOTT,*.....	John R. S. Todd, S., ..	Waterbury, ..	1892
	Benjamin L. Bronson, ..	Wolcott, ..	1893
	Andrew J. Slater, ..	" ..	1893
	Henry B. Carter, C., ..	" ..	1894
	Rufus Norton, ..	" ..	1894
	Rev. I. P. Smith, A. V., ..	" ..	1894
WOODBRIDGE,	Leroy C. Beecher, C., ..	Westville, ..	1892
	Elmer E. Thomas, ..	" ..	1892
	Charles P. Augur, ..	" ..	1893
	William H. Warner, S., A. V., ..	" ..	1893
	Henry E. Baldwin, ..	" ..	1894
	Phineas E. Peck, ..	" ..	1894
WOODBURY,	Arthur D. Warner, ..	Woodbury, ..	1892
	David L. Somers, ..	North Woodbury, ..	1892
	W. J. Clark, S., A. V., ..	" ..	1892
	Rev. J. L. R. Wyckoff, ..	" ..	1893
	O. E. Cartwright, ..	" ..	1893
	Rev. Joseph A. Freeman, ..	Woodbury, ..	1893
WOODSTOCK,	Dr. H. W. Shove, C., ..	" ..	1894
	George C. Terrill, ..	Hotchkissville, ..	1894
	Arthur T. Minor, ..	Minortown, ..	1894
	Rev. P. S. Butler, A. V., ..	West Woodstock, ..	1892
	George W. Child, A. V., ..	East Woodstock, ..	1892
	C. H. Potter, ..	" ..	1892
	Vernon T. Wetherell, ..	" ..	1893
	Harris Sanger, ..	South Woodstock, ..	1893
	W. W. Webber, S., ..	Woodstock, ..	1893
	Henry M. Bradford, ..	West Woodstock, ..	1894
	J. M. Perrin, ..	" ..	1894
	C. H. Child, C., A. V., ..	Woodstock, ..	1894

*Town School Committee.

The following are the statistics for the school year ending July 14, 1892, compiled from the returns of School Visitors :

General Statistics.

The following statistics are of general interest :

Population of Connecticut, 1890,	746,258
Number of children between 4 and 16 years of age,	164,053
Number of pupils enrolled in the common schools,	130,971
Increase,	2,066
Percentage of increase,	1.60
Enrolled per capita of population,	17.55
Average daily attendance,	84,887
Increase,	583
Percentage of increase, . . . . .	.69
Ratio to enrollment,	64.81
Average number of days the schools were kept,	182.30
Number of schoolhouses,	1,633
Value of all public school property,	\$7,237,001.12
Value per capita of population,	9.69
Value per capita of average attendance,	85.25
Number of teachers :	
Males, winter,	419
Females, "	2,925
Total,	3,344
Males, summer,	315
Females, "	3,023
Total,	3,338
Percentage of male teachers,	11
Average monthly wages of teachers :	
Males,	\$83.69
Increase,	6.58
Females,	39.48
Decrease,	0.36
Revenue :	
From permanent funds,	165,728.83
From State taxes,	246,079.50
From local taxes,	1,635,385.05
From other sources,	218,988.81
Total,	\$2,266,182.19

Percentage of revenue derived from —

Permanent funds,	7.31
State taxes,	10.80
Local taxes,	72.17
Other sources,	9.66

Expenditure :

For new buildings,	\$216,580.96
For libraries and apparatus,	15,426.86
For running expenses, including salaries of teachers and superintendents,	1,637,800.12
For other expenses,	364,736.09
Total,	\$2,234,544.03

Expenditure per capita of population :

For running expenses,	\$2.19
Total expenditure,	2.99

Daily cost of education per pupil :

For running expenses,	10.5 cents.
For all purposes,	14.4 “

Amount of permanent invested funds,	3,054,541.34
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FINANCIAL STATEMENT.

Summary of Statistics, 1891-92.

Dividend per child from School Fund,	\$.75
Income of School Fund distributed,	123,039.75
Amount paid for schools from State tax,	246,079.50
Income of Town Deposit Fund,	33,873.69
Income of local funds,	8,815.39
Amount raised for schools by town tax,	1,054,372.46
Increase for the year,	78,160.95
Amount raised for schools by district tax,	581,012.59
Increase for the year,	30,113.91
Amount of voluntary contributions for schools,	54,154.10
Amount for schools from other sources,	164,834.71
Total amount received for public schools from all sources,	2,266,182.19
Increase for the year,	256,798.61
Amount expended for teachers' wages,	1,426,711.16
Increase for the year,	57,278.19
Amount expended for fuel and incidentals,	176,372.64
Increase for the year,	17,584.31

Amount expended for repairs of school buildings,	\$121,870.90
Increase for the year,	22,999 91
Amount expended for libraries and apparatus,	15,426.86
Increase for the year,	305.53
Amount expended for new schoolhouses,	216,580.96
Decrease for the year,	91,249.96
Amount expended for other school purposes,	277,581.51
Increase for the year,	60,546.87
Total amount expended for public schools,	2,234,544.03
Increase for the year,	67,464.85
Estimated value of school property in the State,	7,237,001.12
School district indebtedness of the State,	1,873,645.86
Cost of superintendence of schools,	34,716.32
Cost of new schoolhouses,	60,455.00
Number of districts that raised a tax during the year,	128

ENUMERATION AND ATTENDANCE.

Summary of Statistics, 1891-92.

Number of children between 4 and 16 years of age in October, 1891,	164,053
Increase for the year,	2,812
Number of scholars registered in winter,	109,214
Decrease for the year,	1,564
Number of scholars registered in summer,	102,661
Decrease for the year,	374
Number registered who were over 16 years of age,	4,071
Increase for the year,	52
Number of different scholars in public schools,	130,971
Increase for the year,	2,066
Number of enumerated children in other schools than public schools,	21,477
Increase for the year,	1,081
Number of children between 4 and 16 years of age in no school, as shown by returns of school visitors,	23,614
Increase for the year,	269
Number between 4 and 16 years of age in no school, as shown by enumeration returns of October, 1891,	28,932
Increase for the year,	1,338

Number between 8 and 14 who attended no school, as shown by enumeration returns of Octo- ber, 1891,	2,211
Decrease for the year,	119
Average attendance in public schools in winter, .	87,527
Increase for the year,	298
Average attendance at public schools in summer, .	82,247
Increase for the year,	868
Percentage of the whole number registered in the year, as compared with the whole number enumerated in October, 1891,	79.83
Decrease for the year, . . . . .	.11
Percentage of children in schools of all kinds, .	92.92
Percentage of those enumerated, registered in winter,	66.57
Decrease for the year,	2.13
Percentage of those enumerated, registered in sum- mer,	62.57
Decrease for the year,	1.33
Percentage of average attendance in winter, .	80.14
Increase for the year,	1.40
Percentage of average attendance in summer, .	80.11
Increase for the year,	1.13
Average attendance in winter, as compared with number enumerated in October, 1891,	53.35
Decrease for the year, . . . . .	.74
Average attendance in summer, as compared with number enumerated in October, 1891,	50.13
Decrease for the year, . . . . .	.34
Number of districts in which the average attend- ance for the year ending July 14, 1892, was 8 or less,	243

TEACHERS.

Summary of Statistics, 1891-92.

Number of teachers in winter,— male, 419; female, 2,925; total,	3,344
Decrease,— male, 15; increase, female, 59; total in- crease,	44
Number of teachers in summer,— male, 315; female, 3,023; total,	3,338

SCHOOLS.

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Decrease, male, 26; increase, female, 71: total increase,	45
Number of teachers continued in same school,	2,974
Increase for the year,	108
Number of teachers who never taught before,	405
Average wages per month for male teachers,	\$83.69
Increase for the year,	6.58
Average wages per month for female teachers,	39.48
Decrease for the year,	0.36
Number of teachers whose wages was \$20 or less per month,—males, 12; female, 133: total,	145
Number of teachers whose wages was from \$20 to \$25 per month,—male, 46; female, 288: total,	334
Number of teachers who had attended Normal School,	677
Number of teachers' meetings held during the year,	25
Number of State certificates granted,	124
Number of State certificates renewed,	48
Number of State certificates in force, Sept. 1, 1892,	172

SCHOOLS.

Summary of Statistics, 1891-92.

Number of towns in the State,	168
Number of school districts in the State,	1,394
Number of public schools,	1,594
Decrease for the year,	5
Number of departments in public schools,	3,131
Increase for the year,	74
Average length of public schools,	182.30 days
Increase for the year, . . . . .	.04 days
Number of schools of two departments,	140
Number of schools of three departments,	56
Number of schools of four departments,	45
Number of schools of five departments,	22
Number of schools of six or more departments,	116
Number of public high schools,	29
Whole number of graded schools,	379
Number of evening schools,	39
Number of normal schools,	2

EVENING SCHOOLS.

TOWN.	RECEIPTS.				EXPENSES.						REGISTRA- TION.			ATTEND- ANCE.		TEACHERS.			SCHOOLS HELD.		
	No. of Sessions.	Received from State Approp- riation.	Town Treasury.	Other Sources.	Total.	Teachers' Wages.	Fuel and Incidentals.	Rent.	Other Objects.	Total.	No. under 14.	No. over 14.	Whole No.	Av. under 14.	Av. over 14.	Average Wages.		Months.	Days.	Hours.	
																Male.	Female.				
Bridgeport,....	3 56	\$74.25	\$328.49	.....	\$402.74	\$340.00	\$37.57	.....	\$25.17	\$402.74	4	175	179	1.8	49.5	2	\$2.00 pr. eve.	Dec., Jan., February.	M, Tu., W., Thur., Fri.	7-9
Hartford,.....	2 63	249 00	5,183.78	\$30.47	5,463.25	1,790.00	.....	\$800.00	2,873.25	5,463.25	23	619	642	7.0	162.0	5	1.50	Nov., Dec., Jan., Feb., March.	Mon., Tues., Wed., Thur., Friday.	7-9
New Britain, .	2 50	105.00	515.70	.....	620.70	497.75	80.45	.....	42.50	620.70	22	316	338	3.0	70.0	3	1.07	Oct., Nov., Dec., Jan.	M, Tu., W., Thur., Fri.	7-9
New Haven, ..	12 64	411.00	*2,432.46	.....	2,843.46	2,163.50	247.46	75.00	357.50	2,843.46	13	1,095	1,108	....	328.0	22	1.83	Oct., Nov., Dec., Jan., February.	Mon., Tues., Wed., Thur., Friday.	7-9
Thompson,....	3 50	206.82	189.18	.....	396.00	350.00	46.00	.....	.....	396.00	..	244	244	....	138.0	3	1.33	Dec.-May.	M, Tu., W., Th., Fri., Sat.	7-9
Waterbury,....	10 62	436.50	*1,839.08	.....	2,275.58	1,533.65	741.93	.....	.....	2,275.58	..	600	600	....	291.0	3	1.87	Nov., Dec., Jan., Feb., Mar., April.	Mon., Tues., Wed., Thur.	7-9
Windham,....	7 50	149.28	1,029.82	.....	1,179.10	968.06	211.04	.....	.....	1,179.10	1	294	295	....	100.0	3	1.18	Dec., Jan., Feb., Mar.	Tues., Thur., Friday.	7, 15-9
Total,	39	\$1,631.85	\$11,518.51	\$30.47	\$13,180.83	\$7,642.96	\$1,364.45	\$875.00	\$3,298.42	\$13,180.83	63	3,343	3,406	11.8	1,138.5	41	

* District Treasury.

SCHOOLHOUSES AND LIBRARIES.

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SCHOOLHOUSES AND LIBRARIES.

Summary of Statistics, 1891-92.

Number of new schoolhouses built in the year, .	6
Number of schoolhouses in the State, . . .	1,633
Number of schoolhouses reported in poor condition, .	140
Decrease for the year,	7
Number of schools having libraries,	398
Number of books in school libraries,	75,641
Number of districts drawing State money during the year,	295
Total amount of library money paid to districts in the fiscal year,	\$4,960
Number of public libraries reported,	102
Number of sittings in public schools,	135,408

STATISTICAL TABLES.

The following tables are compiled from the returns which the law requires School Visitors to make to the Board of Education.

By way of explanation it may be said:—

1. The Grand List of each town is taken from the Comptroller's report to the General Assembly, January, 1893.

2. The per cent. of taxable property appropriated for public schools is based upon the total amount received for school purposes diminished by the amounts received from school fund, etc., town deposit fund, and local funds.

3. The amount paid for each enumerated scholar is found by dividing the total amount expended, less amount paid for new buildings, by number enumerated.

4. As has been the custom for a number of years past, the number "registered in Winter" is found by combining the number returned for Fall *and* Winter terms, taking the highest number found in either.

5. The "average attendance in Winter" is found in the same manner.

6. The number between 8 and 14 in no school indicates the number which escaped the operation of the compulsory law in the year ending October 1, 1891.

7. The "per cent. who have attended some part of the year" compares the "different scholars" with the "enumeration." The large per cents. attained by some small towns are explained by the attendance of scholars not enumerated.

8. *Regularity of attendance* and efficiency in this direction are indicated by the "per cent. of attendance on basis of registration."

9. The "per cent. of attendance on basis of enumeration" is found by dividing the average attendance for the year by the enumeration.

10. The number who "attended Normal School" is not complete.

11. By "schools" is intended the number of public schools in each town; and

12. By "departments" the number of departments in the public schools, counting each room of a graded school as one department.

13. The Public Libraries mentioned are not all free libraries.

14. The indebtedness incurred on account of schools is probably much larger than the amount reported. In towns where the districts have been consolidated and in some other towns it is made a part of the general indebtedness of the town and is not separately reported to this office.

15. Interest upon school district indebtedness, and expenditures of money for rent of school buildings, are included in the sums used in computing the cost per scholar upon basis of enumeration and also upon basis of average attendance.

STATISTICAL TABLES.

HARTFORD COUNTY.

EXPENSES.

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TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent. etc.†	Per cent. etc.†	Paid for each child in average enumerated.	Paid for each child in attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.						
Hartford,.....	\$145,012 21	\$14,048 06	\$26,959 50	\$3,298 67	\$60,397 63	\$51,417 18	\$301,133 35	\$1,000 00	\$544,700 00	4.33	1.64	\$23 13	\$44 11
Avon,.....	1,704 64	146 77	40 88	.....	895 00	72 16	1,970 15	53 00	.....	3.27	3.01	8 20	16 76
Berlin,.....	4,004 72	493 64	71 83	16 93	.....	103 19	5,645 31	62 00	.....	2.69	2.66	9 33	17 85
Bloomfield,.....	1,999 11	213 38	.....	.....	.....	.....	2,262 49	50 00	.....	2.21	2.21	9 54	19 42
Bristol,.....	19,012 66	1,501 16	2,189 37	640 68	7,160 86	5,551 37	36,116 60	750 00	48,669 37	9.56	6.17	17.50	25.89
Burlington,.....	2,189 77	149 76	10 00	14 65	.....	64 00	2,428 18	64 00	125 75	4.32	4.32	8 67	16 51
Canton,.....	6,331 51	702 43	456 58	32 53	556 60	117 00	8,256 65	117 00	5,300 00	6.44	2.94	13 16	16 66
East Granby,.....	1,037 56	96 96	.....	.....	.....	37 00	1,171 62	37 00	.....	1.97	1.87	10 27	18 45
East Hartford,.....	7,616 40	1,168 47	723 29	76 25	.....	437 85	10,022 26	145 00	8,220 00	2.89	2.67	8 70	16 73
East Windsor,.....	5,963 49	660 78	186 95	10 00	.....	910 39	7,730 71	120 00	2,030 00	5.47	3.63	10 82	20 29
Enfield,.....	11,746 00	2,470 62	2,525 63	208 00	.....	726 80	17,677 05	287 50	.....	6.23	3.37	11 13	24 87
Farmington,.....	7,699 96	1,619 01	786 18	211 64	.....	1,320 42	11,637 21	97 00	2 300 00	6 05	4 26	16 16	26 03
Glastonbury,.....	5,729 83	456 04	539 95	25 00	.....	371 67	7,122 49	150 00	86 00	5 07	4 05	10 42	19 62
Granby,.....	2,223 18	150 37	76 33	.....	.....	77 25	2,529 13	72 00	397 54	3 89	3 84	10 23	17 50
Harland,.....	1,110 09	107 42	183 76	.....	.....	44 00	1,454 27	44 00	610 00	6 00	5 18	14 25	32 31
Manchester,.....	13,240 50	3,570 07	2,189 81	402 91	.....	1,642 99	21,046 28	373 11	.....	4.81	3.55	11 11	17 81
Marlborough,.....	691 00	122 35	2 00	.....	.....	.....	752 35	20 00	.....	.....	3.65	7 59	12 86
New Britain,.....	26,870 00	2,187 76	2,181 55	507 68	.....	5,846 77	37,596 36	600 00	.....	.....	3.86	8 90	20 83
Newington,.....	1,195 50	233 76	.....	40 00	.....	.....	1,469 26	.....	70 47	1 85	1 81	7 57	10 33
Plainville,.....	3,924 92	400 00	100 00	.....	.....	1,278 83	5,409 75	54 00	.....	7 14	7 14	14 80	20 04
Rocky Hill,.....	1,187 78	122 50	33 22	.....	.....	48 41	1,392 00	32 00	.....	2 10	2 08	6 02	13 25
Simsbury,.....	3,713 64	209 68	860 00	.....	2,250 00	76 00	7,169 32	76 00	.....	5 53	2 72	12 71	24 50
Southington,.....	12,984 91	1,167 67	284 17	90 45	.....	1,439 00	15,066 20	132 50	5,115 00	5 17	5 11	13 37	10 55
South Windsor,.....	4,172 60	344 73	63 43	139 26	.....	168 45	4,828 47	185 75	489 77	3 62	3 48	13 41	22 25
Suffield,.....	5,684 88	911 05	310 87	.....	.....	888 52	7,795 32	132 10	8,472 67	4 76	2 62	12 10	22 36
West Hartford,.....	5,120 47	406 32	1,056 40	105 00	.....	710 05	7,398 24	200 00	20,000 00	2 46	2 34	16 55	26 46
Wethersfield,.....	2,980 95	450 75	6 41	5 00	.....	171 30	3,614 41	50 00	556 89	1 62	1 52	13 04	17 71
Windsor,.....	6,285 57	802 39	602 95	107 20	.....	485 47	8,282 68	115 65	6,008 25	5 04	3 07	13 91	22 72
Windsor Locks,.....	3,133 40	1,059 45	114 55	.....	.....	.....	4,307 40	.....	20,000 00	1 84	1 84	6 79	22 91
29 Towns.	\$314,578 95	\$36,063 44	\$42,560 01	\$5,931 85	\$71,260 09	\$74,085 07	\$544,479 41	\$4,939 61	\$673,181 71	4.44	2.51	\$15 37	\$28 56

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

NEW HAVEN COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.	
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.		Total.
New Haven City, .....	.....	\$42,023 25	\$1,325 94	\$500 00	\$62,756 31	\$170,637 22	.....	\$88,288 44	\$365,531 16	1
“ Westville, .....	.....	859 50	23 26	.....	1,010 13	9,538 94	.....	31 35	11,403 18	1
“ South, .....	.....	180 00	5 67	.....	154 67	189 87	.....	.....	530 21	1
“ complete,	\$51,393,263	43,062 75	1,354 87	\$500 00	63,921 11	180,366 03	.....	88,319 79	377,524 55	3
Ansonia,	2,909,923	5,188 50	.....	.....	78,108 15	.....	.....	.....	83,290 05	..
Beacon Falls,	213,235	204 75	94 02	.....	504 69	116 83	.....	.....	920 29	1
Bethany,	280,044	225 00	88 04	12 70	911 54	.....	.....	.....	1,267 28	..
Branford,	1,093,125	1,971 00	159 23	36 00	7,157 37	.....	.....	.....	9,323 60	..
Cheshire,	1,030,636	787 50	12 00	.....	3,061 84	.....	.....	.....	3,861 34	..
Derby,	1,804,243	3,440 25	.....	.....	7,830 60	6,336 59	.....	1,826 97	19,434 41	4
East Haven,	020,911	297 00	50 57	.....	839 18	.....	.....	.....	1,186 75	1
Guilford,	1,222,409	1,075 50	.....	993 50	4,325 56	.....	167 25	.....	6,471 81	..
Hamden,	1,681,224	1,957 50	.....	.....	3,501 75	309 50	.....	.....	5,828 75	1
Madison,	713,941	507 00	272 47	9 00	2,800 25	.....	.....	24 60	3,073 92	..
Meriden,	11,790,386	13,878 00	251 17	.....	46,859 16	8,591 21	.....	3,484 63	73,064 17	..
Middlebury,	250,967	292 50	126 00	.....	748 10	.....	7 55	.....	1,174 15	..
Milford,	1,302,121	1,508 25	16 92	.....	4,311 52	.....	.....	60 00	5,956 09	..
Naugatuck,	2,103,368	3,062 25	21 90	.....	10,214 25	12,582 39	23 25	.....	25,904 04	1
North Branford,	466,525	373 50	84 14	16 83	1,210 60	91 85	.....	.....	1,776 92	1
North Haven,	757,537	821 25	197 53	37 50	2,793 16	.....	10 00	35 00	3,894 44	..
Orange,	2,632,429	2,247 75	89 91	.....	8,789 70	961 16	.....	.....	12,088 52	1
Oxford,	324,882	576 00	225 54	22 94	1,048 40	400 00	168 75	21 70	2,403 33	1
Prospect,	157,092	184 50	100 78	6 00	640 77	.....	.....	.....	932 05	1
Seymour,	1,258,346	1,820 25	109 56	.....	6,568 17	.....	.....	.....	8,497 98	..
Southbury,	589,668	477 00	119 97	.....	1,202 92	.....	.....	.....	1,790 89	..
Wallingford,	2,027,489	3,408 75	372 61	.....	8,725 96	10,952 90	.....	288 55	22,938 77	2
Waterbury, .....	.....	1,878 75	137 40	40 80	3,019 05	931 29	264 50	33 83	6,305 62	3
“ Center, .....	.....	18,497 25	.....	.....	.....	92,258 53	.....	6,685 36	117,441 14	1
“ complete,	10,524,569	20,376 00	137 40	40 80	3,019 05	93,189 82	264 50	6,719 19	123,746 76	..
Wolcott,	225,215	279 00	124 60	555 27	253 82	.....	43 00	.....	1,255 69	..
Woodbridge,	489,264	371 25	125 45	.....	1,490 62	65 88	30 00	30 00	2,119 50	1
26 Towns.	\$99,122,806	\$108,603 00	\$4,134 68	\$2,141 14	\$270,934 54	\$313,064 16	\$654 30	\$100,810 43	\$800,342 25	22

NEW HAVEN COUNTY.

EXPENSES.

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TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries & Apparatus.	New Buildings.	Other Objects.	Total.						
New Haven City,...	\$212,063 50	\$27,637 00	\$8,639 51	\$1,176 77	\$31,611 17	\$52,025 70	\$333,153 65	\$3,000 00	\$300,000 00	....	....	\$6 14	\$7 41
" Westville,...	4,161 88	211 18	67 65	....	....	5,683 03	9,523 74	100 00	5,000 00	....	....	24 93	40 09
" South,...	360 00	98 14	20 00	....	....	....	478 14	....	....	....	....	5 97	15 67
" complete,	216,585 38	27,946 32	8,727 16	1,176 77	31,611 17	57,108 73	343,155 53	3,100 00	305,000 00	6.47	1.24	16 27	27 65
Ansonia,...	22,061 50	2,094 07	1,753 30	250 00	51,885 17	5,347 01	83,391 65	190 00	....	20.84	26.54	13 66	20 25
Beacon Falls,...	676 30	81 46	120 30	....	....	45 50	923 56	45 50	....	2.91	2.36	10 14	18 10
Bethany,...	1,144 55	96 48	....	....	....	....	1,277 28	36 25	....	3.36	3.36	12 77	19 80
Branford,...	6,197 50	1,249 60	501 25	....	602 00	676 25	9,363 60	75 00	....	4.22	4.22	9 95	17 11
Cheshire,...	3,411 06	277 38	....	....	....	....	3,861 31	100 00	....	2.97	2.97	11 03	24 51
Derby,...	10,040 57	887 22	894 45	157 65	....	1,773 59	13,703 48	145 60	7,450 00	8.52	4.20	8 96	22 61
East Haven,...	972 55	139 70	....	....	1,200 00	17 50	2,320 75	17 50	....	1.35	1.35	8 48	21 14
Guilford,...	5,399 70	404 37	168 91	60 20	....	344 81	6,468 08	125 00	....	3.67	3.53	13 53	23 18
Hamden,...	4,757 14	550 61	309 50	....	....	211 50	5,838 75	211 50	....	2.30	2.11	6 60	15 66
Madison,...	3,728 42	463 32	33 48	26 70	....	82 00	3,673 03	82 00	....	3.95	3.02	14 57	22 06
Middlebury,...	50,694 05	4,733 68	4,873 43	690 00	4,000 00	6,338 72	71,339 48	1,000 00	103,088 75	4.99	3.97	10 91	22 48
Milford,...	1,074 75	75 90	8 50	....	....	15 00	1,174 15	15 00	....	3.01	2.96	8 03	17 14
Naugatuck,...	5,635 03	690 66	170 00	60 00	....	....	5,955 69	69 00	....	3.35	3.31	8 54	16 05
North Plainfield,...	12,079 20	941 46	1,804 72	223 18	....	3,684 77	18,733 33	287 11	25,000 00	10.84	4.85	13 76	21 00
North Haven,...	1,482 99	144 62	77 72	....	....	27 55	1,732 58	27 55	....	2.79	2.59	10 43	16 73
Orange,...	3,263 54	346 94	....	80 00	....	203 96	3,864 44	65 00	2,800 00	3.74	3.68	10 66	18 41
Oxford,...	9,358 31	1,946 86	388 94	....	....	2,227 07	13,921 18	119 10	39,000 00	3.70	3.33	13 93	22 04
Prospect,...	1,736 80	101 64	....	....	500 00	64 86	2,403 33	64 50	....	4.85	3.22	7 43	18 75
Seymour,...	802 10	37 10	5 85	....	....	62 00	907 05	17 00	....	4.07	4.07	11 06	21 10
Southbury,...	6,361 18	459 79	383 53	....	....	1,186 92	8,388 42	75 00	35,000 00	5.21	5.21	10 36	17 53
Wallingford,...	1,607 75	148 14	....	....	....	44 00	1,799 89	44 00	....	2.03	2.03	8 49	17 64
Waterbury,...	15,644 23	986 90	737 30	132 20	1,024 62	5,800 64	24,325 89	159 00	54,000 00	7.21	3.32	14 98	25 83
" Centre,...	4,934 60	625 83	1,392 37	25 00	....	423 51	7,401 31	280 00	....	....	....	8 80	20 36
" complete,	58,297 17	5,278 22	6,243 58	640 50	6,150 00	3,648 57	113,090 04	3,300 00	118,943 55	....	....	12 80	30 29
Wolcott,...	63,231 77	5,904 95	7,635 95	665 50	6,150 00	36,094 08	120,401 35	3,850 00	118,943 55	9.80	0.28	12 62	29 37
Woodbridge,...	1,112 00	94 80	31 80	11 50	....	37 80	1,288 05	37 80	....	1.31	1.12	10 38	15 42
"	1,836 98	118 64	2 00	60 00	....	101 88	2,119 50	30 00	....	3.31	3.05	12 84	22 19
26 Towns.	\$449,696 94	\$50,889 71	\$28,628 15	\$3,690 70	\$96,973 56	122,514 21	\$752,393 27	\$9,724 20	\$690,282 30	6.91	2.73	\$13.57	\$25 17

* Of taxable property appropriated for Public Schools, in mills and 100ths.

† Of taxable property appropriated for Public Schools by town tax, in mills and 100ths.

RECEIPTS.

NEW LONDON COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.	
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.		Total.
New London,.....	\$8,432,416	\$5,978 25	\$418 09	\$74 60	\$27,000 00	.....	.....	\$8,495 12	\$41,966 06	..
Norwich Town,.....	.....	578 25	38 02	7 21	759 64	\$3,125 00	.....	47 79	44550 81	1
“ Central,.....	.....	3,444 75	231 09	.....	3,458 40	18,873 35	.....	1,221 52	27,320 82	1
“ West Chelsea,.....	.....	1,46 02	146 02	.....	2,684 47	8,193 88	.....	.....	12,607 77	1
“ other districts,....	.....	5,649 75	380 34	184 00	6,419 68	13,424 00	.....	1,008 04	26,155 81	4
“ complete,	13,133,810	11,855 25	798 08	191 21	12,822 19	42,616 13	.....	2,367 35	79,650 21	7
Bozrah,.....	471,373	428 25	.....	.....	1,072 47	.....	.....	.....	1,497 72	..
Colchester,.....	953,997	1,338 75	254 21	.....	4,402 36	.....	\$5 00	6 55	6,006 87	..
East Lyme,.....	691,995	875 25	.....	.....	2,542 31	.....	.....	122 10	3,539 66	..
Franklin,.....	285,681	247 50	127 48	102 30	908 62	.....	.....	.....	1,385 90	..
Grassland,.....	1,359,880	1,581 75	26 26	.....	4,132 66	207 04	.....	1,017 00	6,971 71	2
Groton,.....	1,846,988	2,506 50	410 36	.....	6,882 37	.....	.....	257 47	10,056 70	2
Lebanon,.....	937,710	789 75	390 00	113 06	2,106 91	166 23	8 90	.....	3,664 85	1
Ledyard,.....	457,746	589 50	285 40	59 90	1,157 39	.....	.....	.....	2,092 19	..
Lisbon,.....	230,095	204 75	83 15	.....	846 55	.....	51 90	.....	1,186 35	1
Lyme,.....	279,228	409 50	222 93	.....	553 26	.....	.....	.....	1,185 69	1
Northville,.....	1,005,393	1,206 00	.....	.....	3,881 97	.....	.....	33 60	5,121 87	1
North Stonington,.....	617,925	758 25	467 58	.....	1,818 81	120 00	12 58	2 20	3,200 62	1
Old Lyme,.....	454,861	517 50	225 00	30 00	1,054 25	70 00	.....	.....	1,866 75	1
Preston,.....	880,921	1,422 00	180 80	.....	2,650 86	860 32	.....	146 06	5,366 04	..
Salem,.....	102,590	222 75	147 78	.....	301 52	.....	.....	.....	672 05	..
Sprague,.....	620,707	697 50	154 05	.....	1,447 24	.....	.....	.....	2,298 79	..
Stonington,.....	2,686,575	3,129 75	524 09	.....	9,703 49	6,285 36	25 75	227 66	19,890 10	3
Voluntown,.....	248,369	573 75	200 95	.....	1,212 98	.....	.....	.....	1,987 68	..
Waterford,.....	1,063,781	1,401 75	250 00	.....	2,661 84	.....	.....	.....	4,313 59	1
21 Towns,.....	\$36,872,011	\$36,731 25	\$5,172 41	\$571 07	\$89,250 05	\$50,325 08	\$111 13	\$12,675 11	\$194,836 10	18

NEW LONDON COUNTY.

EXPENSES.

TOWNS.	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.	Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
New London.....	\$22,472 00	\$2,221 30	\$1,819 28	\$286 00	\$25,570 35	\$7,654 02	\$30,016 95	\$500 00	\$84,000 00	4 20	3 20	\$12 96	\$50 29
Norwich Town.....	2,300 00	311 00	270 00	15 00	1,000 00	491 00	4,333 00	30 00	9,000 00	....	....	13 20	21 61
" Central.....	19,925 89	4,101 52	1,405 97	771 46	1,405 97	1,125 00	27,359 84	2,250 00	25,000 00	....	....	17 85	32 88
" West Chelsea.....	7,416 86	469 00	651 28	....	....	1,926 15	10,463 23	100 00	6,500 00	....	....	10 78	17 96
" other Districts.....	14,195 18	2,764 58	744 38	281 36	....	3,515 29	21,500 79	500 00	11,149 51	....	....	8 56	25 33
" complete.....	43,837 87	7,646 10	3,077 63	1,067 82	1,000 00	7,057 44	63,686 86	2,880 00	51,649 51	4 40	0 97	11 89	25 91
Bozrah.....	1,883 49	114 23	....	....	....	....	1,497 72	....	....	2 27	2 27	7 02	14 33
Colchester.....	5,451 66	506 77	92 80	15 00	....	78 00	6,144 23	77 00	1,150 00	4 62	4 61	10 32	17 45
East Lyme.....	3,083 37	221 92	279 05	....	....	120 00	3,704 34	100 00	50 00	3 85	3 67	9 52	14 64
Franklin.....	1,217 54	84 86	....	....	....	83 50	1,355 90	83 50	....	3 18	3 18	12 50	20 08
Griswold.....	5,283 41	884 63	77 45	....	....	106 43	6,411 92	95 00	219 75	3 04	3 03	9 11	14 94
Groton.....	9,013 25	1,017 13	294 99	60 00	....	188 15	10,573 52	188 15	8,171 62	3 81	3 72	0 49	15 07
Lebanon.....	3,175 23	233 39	166 23	....	....	90 00	3,664 85	90 00	....	2 52	2 52	10 41	19 39
Ledyard.....	1,908 03	116 96	....	....	....	67 00	2,091 99	67 00	....	2 52	2 52	17 98	24 13
Lisbon.....	1,046 88	113 12	11 00	....	....	49 00	1,220 60	49 00	20 00	3 50	3 67	13 41	20 34
Lyme.....	1,078 32	68 37	100 00	....	....	39 00	1,285 69	39 00	....	1 98	1 98	7 06	13 18
Montville.....	4,285 84	321 58	10 00	22 00	....	413 72	5,053 15	91 24	....	3 89	3 86	9 61	16 84
North Stonington.....	2,780 16	180 58	123 00	20 00	....	105 28	3,209 62	102 30	....	3 16	2 94	8 52	14 09
Old Lyme.....	1,729 56	101 25	....	....	....	39 00	1,866 75	36 00	....	2 46	2 31	8 11	17 69
Preston.....	4,226 43	297 04	107 59	....	....	148 89	4,779 95	94 00	....	4 15	2 98	7 50	12 28
Salem.....	621 31	28 74	....	....	....	22 00	672 05	22 00	....	1 50	1 56	6 75	14 77
Sprague.....	1,575 85	337 46	....	....	....	83 00	2,318 31	85 00	....	2 25	2 25	7 47	15 61
Stonington.....	12,522 48	1,147 03	\$22 42	163 63	....	3,039 85	17,359 41	321 40	33,993 77	6 04	3 61	12 50	23 05
Voluntown.....	1,939 63	144 50	....	....	....	44 25	2,128 38	44 25	....	4 88	4 88	8 34	17 30
Waterford.....	3,789 78	390 81	....	....	....	133 00	4,313 59	133 00	2,950 00	2 50	2 50	6 92	14 07
21 Towns.	\$132,721 73	\$16,147 78	\$6,682 94	\$1,648 45	\$26,570 35	\$19,650 53	\$203,421 78	\$4,897 84	\$82,114 65	4 13	2 42	\$10 83	\$19 93

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

EXPENSES.

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FAIRFIELD COUNTY.

TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent, etc.*	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.					
Bridgeport,.....	\$88,750 73	\$13,493 01	\$9,346 51	\$866 92	\$1,921 87	\$9,428 16	\$123,807 20	\$2,500 00	.....	3.92	\$9 44	\$20 00
Danbury,.....	27,573 00	4,229 02	4,022 02	117 45	2,505 90	4,833 53	43,880 90	513 00	\$47,851 42	3.27	9 85	20 82
Bethel,.....	6,632 00	551 02	252 57	106 67	.....	124 90	7,797 16	124 90	.....	6.08	10 24	16 14
Brookfield,.....	1,995 14	169 63	.....	.....	.....	40 00	2,204 77	40 00	.....	3.51	10 39	20 79
Darien,.....	3,456 04	501 33	1,518 21	20 00	.....	143 38	5,638 96	110 00	3,600 00	3.17	15 49	34 59
Easton,.....	1,910 06	117 27	182 00	.....	.....	72 00	1,981 93	72 00	.....	3.18	15 48	24 16
Fairfield,.....	8,181 38	1,432 80	.....	.....	.....	402 56	10,106 84	492 56	.....	3.61	12 44	28 27
Greenwich,.....	12,931 00	1,001 04	481 51	70 00	.....	3,225 79	17,840 34	700 00	45,000 00	12.79	8 72	22 52
Huntington,.....	8,384 60	570 65	2,000 68	168 37	.....	330 41	11,600 71	172 00	25,400 00	6.31	11 89	24 30
Monroe,.....	4,783 39	86 53	225 00	20 00	.....	167 83	6,476 09	36 75	.....	3.59	11 91	23 97
New Canaan,.....	1,741 35	408 00	1,101 81	75 00	.....	94 50	8,646 70	75 00	.....	3.88	12 35	24 25
New Fairfield,.....	1,405 95	38 55	.....	.....	.....	107 83	6,476 09	75 00	.....	3.17	10 76	21 66
Newtown,.....	7,455 00	476 51	.....	.....	.....	440 75	8,378 32	94 50	.....	3.80	10 35	20 31
Norwalk,.....	39,881 15	3,657 33	1,560 65	286 89	.....	937 45	37,347 47	440 75	45,420 70	5.73	10 35	19 55
Redding,.....	1,781 75	117 15	182 26	.....	.....	59 46	2,140 62	48 84	.....	2.81	9 77	19 37
Ridgefield,.....	3,947 13	364 39	32 27	54 05	.....	166 33	4,504 17	139 32	50 00	2.45	10 54	21 03
Sherman,.....	1,127 00	91 11	.....	.....	.....	39 28	1,257 39	39 28	.....	2.37	9 67	21 67
Stamford,.....	35,319 35	9,607 28	.....	239 14	.....	10,839 75	56,005 52	1,575 00	.....	5.42	15 07	32 83
Stratford,.....	4,297 44	266 52	163 14	20 00	.....	1,485 68	6,262 78	100 00	19,300 00	6.10	12 11	25 05
Trumbull,.....	2,464 56	189 30	8 24	5 00	.....	35 00	2,702 10	35 00	.....	2.72	10 08	21 53
Weston,.....	920 60	64 40	350 00	.....	.....	125 00	4,995 15	125 00	.....	1.92	10 84	24 41
Westport,.....	4,227 70	447 70	180 25	14 50	.....	125 00	4,995 15	125 00	427 55	1.31	6 10	10 08
Wilton,.....	2,577 46	105 13	146 00	.....	478 24	58 50	3,455 33	58 50	.....	3.86	8 26	17 88
23 Towns.	\$262,704 24	\$38,303 73	\$22,363 10	\$2,087 99	\$4,906 01	\$33,199 01	\$363,564 08	\$7,945 77	\$187,049 67	4.82	\$10 52	\$22 01

* Of taxable property appropriated for Public Schools, in mills and roads.

† Of taxable property appropriated for Public Schools by town tax, in mills and roads.

WINDHAM COUNTY.

TOWNS.	EXPENSES.						District Indebtedness.	Per cent., etc.*	Per cent., etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.					
Brooklyn.....	\$3,722 18	\$579 84	\$182 82	\$10 60	.....	\$393 31	\$2,950 00	2.94	1.04	\$7 39	\$22 46
Ashford.....	1,550 29	98 46	3 50	.....	.....	61 00	.....	4.83	4.81	13 45	21 80
Canterbury.....	1,584 31	97 36	156 67	.....	.....	119 20	.....	2.65	2.62	10 09	15 97
Chaplin.....	804 26	48 11	37 89	.....	.....	19 21	.....	2.18	2.00	8 70	14 58
Eastford.....	868 92	80 51	.....	.....	.....	39 00	.....	2.73	2.30	8 37	11 10
Hampton.....	1,182 11	82 33	61 48	.....	.....	40 50	68 90	2.79	2.79	9 83	16 87
Killingly.....	13,386 85	1,863 04	454 28	210 48	\$2,214 28	453 24	11,000 00	6.42	5.25	10 59	20 32
Plainfield.....	6,435 35	689 65	6,413 57	51 30	.....	175 00	.....	7.07	2.76	13 87	23 91
Pomfret.....	2,163 11	148 44	.....	.....	.....	27 00	.....	1.37	1.32	7 88	14 10
Putnam.....	7,511 04	1,288 92	294 30	.....	.....	218 00	.....	3.62	1.84	5 89	20 67
Scotland.....	1,007 98	67 38	3 00	.....	.....	1,100 33	.....	3.42	3.42	11 96	18 49
Sterling.....	1,502 47	75 95	.....	.....	19 83	73 25	.....	3.73	3.60	6 56	10 04
Thompson.....	5,771 34	661 08	60 36	150 00	.....	219 03	.....	2.13	2.08	4 73	18 03
Windham.....	24,388 13	2,483 09	1,236 80	164 78	1,986 58	10,226 04	8,000 00	7.08	4.26	18 35	44 84
Woodstock.....	3,128 26	250 10	81 03	20 00	.....	120 00	.....	2.63	2.32	7 64	13 00
15 Towns.	\$74,983 07	\$8,404 26	\$8,985 67	\$607 16	\$1,220 71	\$12,145 78	\$22,018 90	4.72	3.10	\$10 41	\$24 15

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

LITCHFIELD COUNTY,

TOWNS.	Grand List.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Districts Taxing.
Litchfield.....	\$1,982,161	\$1,359 00	\$522 90	\$160 63	\$5,142 16	.....	.....	.....	\$7,184 69	1
Barkhamsted.....	352,557	501 75	264 24	.....	995 05	.....	.....	.....	1,761 04	1
Bethlehem.....	362,558	200 25	127 82	.....	701 76	.....	.....	.....	1,089 53	1
Bridgewater.....	305,359	236 25	148 87	7 82	821 94	.....	.....	.....	1,214 88	1
Canaan.....	328,103	393 75	180 00	.....	1,360 25	.....	.....	\$10 00	1,944 00	1
Colebrook.....	351,680	569 25	105 39	102 75	1,033 56	.....	.....	.....	1,845 18	1
Corwall.....	331,668	654 75	222 12	.....	1,835 51	\$34 23	.....	.....	2,389 13	1
Goshen.....	564,401	378 00	45 00	.....	1,289 13	.....	\$128 75	.....	2,389 13	1
Harwinton.....	421,100	497 25	240 73	.....	1,502 69	167 00	80 00	.....	2,792 13	1
Kent.....	473,440	636 75	296 06	.....	1,844 20	251 06	93 00	.....	2,407 67	1
Morris.....	351,159	285 75	133 02	.....	788 22	.....	5 00	.....	1,211 99	3
New Hartford.....	1,044,633	1,757 25	.....	.....	2,898 49	44 93	.....	188 17	4,888 84	1
New Milford.....	883,470	1,938 00	465 30	66 67	3,241 51	.....	158 09	196 33	7,765 90	1
Norfolk.....	860,835	735 75	183 79	81 79	1,746 41	\$62 78	19 92	24 75	3,355 90	2
North Canaan.....	695,183	711 00	174 57	.....	2,036 43	.....	.....	40 98	2,962 98	1
Plymouth.....	951,911	1,008 00	159 03	.....	5,540 29	2,717 35	.....	158 96	9,583 63	1
Roxbury.....	406,889	474 75	172 90	6 00	1,152 18	.....	.....	.....	1,805 83	1
Salisbury.....	1,863,847	1,845 00	.....	.....	4,773 67	314 82	.....	114 13	6,747 62	2
Sharon.....	1,313,252	958 50	453 00	.....	3,450 49	360 61	.....	.....	5,222 60	2
Thompson.....	1,337,684	1,815 75	.....	.....	5,143 41	360 82	.....	.....	6,059 16	1
Torrington.....	3,746,950	3,352 50	237 64	130 00	18,293 92	.....	.....	.....	23,334 06	1
Warren.....	332,183	338 50	.....	.....	618 76	.....	.....	.....	857 26	1
Washington.....	864,215	684 00	249 80	.....	1,995 46	18 95	.....	.....	2,948 21	1
Watertown.....	1,299,561	1,032 75	253 15	.....	2,814 61	221 77	22 05	.....	4,356 33	1
Winchester.....	2,651,864	2,967 00	273 95	.....	10,597 14	6,633 86	.....	87 15	20,498 14	2
Woodbury.....	900,674	857 25	285 07	19 34	2,283 34	388 80	234 10	.....	4,067 90	2
26 Towns.	\$26,686,667	\$55,728 75	\$5,194 95	\$595 00	\$85,208 58	\$11,716 10	\$740 91	\$832 47	\$130,015 86	13

LITCHFIELD COUNTY.

EXPENSES.

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TOWNS.	EXPENSES.						Cost of Superintendence.	District Indebtedness.	Per cent., etc.*	Per cent., etc.†	Paid for each child enumerated at d.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.						
Litchfield,.....	\$5,642 90	\$847 02	\$140 06	.....	.....	\$554 71	\$322 00	.....	2.59	2.59	\$11 89	\$19 79
Barkhamsted,.....	1,501 55	121 49	.....	.....	.....	75 00	76 00	\$343 91	2.82	2.82	7 89	13 41
Bethlehem,.....	986 60	57 93	.....	.....	.....	48 00	45 00	.....	1.99	1.99	12 21	15 90
Bridgewater,.....	1,107 86	66 74	5 28	.....	.....	35 00	35 00	.....	2.24	2.24	11 57	20 24
Canaan,.....	1,697 00	168 00	.....	\$17 00	.....	62 00	59 00	.....	2.59	2.57	11 10	20 14
Colebrook,.....	1,667 85	109 10	34 23	.....	.....	44 00	44 00	.....	3.03	2.93	7 33	13 69
Cornwall,.....	2,067 90	156 23	90 00	.....	.....	75 00	75 00	.....	2.39	2.19	8 21	13 32
Goshen,.....	1,632 30	215 83	10 00	24 00	.....	75 00	75 00	.....	2.42	2.28	11 64	25 25
Harwinton,.....	1,985 10	157 57	5 50	.....	\$39 00	59 00	59 00	.....	3.96	3.56	9 98	17 94
Kent,.....	2,761 71	183 49	.....	.....	.....	136 77	72 38	.....	4.62	3.89	10 89	20 96
Morris,.....	1,098 86	64 60	7 00	.....	.....	38 00	38 00	.....	2.25	2.24	9 51	15 20
New Hartford,.....	4,126 00	442 22	221 00	12 00	.....	222 10	95 00	7,000 00	2.99	2.77	6 43	20 53
New Milford,.....	6,630 38	810 70	127 82	55 00	.....	142 00	142 00	.....	2.97	2.78	10 66	19 80
Northford,.....	2,433 30	246 19	320 29	18 00	269 86	59 00	47 00	.....	2.73	2.03	9 40	17 78
North Canaan,.....	2,495 99	313 72	22 70	.....	.....	137 00	169 75	.....	2.08	2.02	9 39	19 03
Plymouth,.....	5,967 85	736 84	1,198 15	.....	.....	790 83	50 00	2,387 94	2.83	2.81	19 40	27 38
Roxbury,.....	1,663 05	92 78	.....	.....	.....	50 00	50 00	.....	2.83	2.81	8 55	15 10
Salisbury,.....	5,595 00	554 82	298 88	140 00	.....	182 38	169 15	.....	2.71	2.48	8 25	20 31
Sharon,.....	4,362 21	394 33	360 61	.....	.....	105 45	105 45	.....	2.90	2.62	12 25	22 36
Thomaston,.....	5,447 00	962 27	104 89	40 00	.....	405 00	126 00	.....	3.34	3.34	18 22	14 52
Torrington,.....	12,568 99	3,298 99	.....	323 92	5,911 62	22,103 26	800 00	.....	4.88	4.88	18 23	18 23
Warren,.....	740 97	84 29	.....	.....	.....	32 00	32 00	.....	2.66	2.66	8 08	18 23
Washington,.....	2,659 96	164 01	.....	.....	.....	114 75	114 00	.....	2.33	2.30	9 66	15 95
Watertown,.....	3,535 90	454 06	178 89	31 76	.....	159 72	104 60	.....	2.36	2.16	9 49	17 26
Winchester,.....	11,568 62	1,392 48	1,418 12	207 94	.....	1,454 05	181 75	1,375 00	6.53	3.99	12 34	25 44
Woodbury,.....	3,101 99	197 51	595 90	.....	.....	172 50	150 00	.....	3.02	2.37	10 67	21 41
26 Towns.	\$95,106 44	\$12,203 21	\$5,139 38	\$869 62	\$6,220 48	\$5,259 26	\$3,248 08	\$11,106 85	3.69	3.19	\$10 36	\$19 65

* Of taxable property appropriated for Public Schools, in mills and tooth.

† Of taxable property appropriated for Public Schools by town tax, in mills and tooth.

RECEIPTS.

MIDDLESEX COUNTY.

TOWNS.	Grand List,	RECEIPTS.						Districts Taxing.
	School Fund, etc.	Town Deposit.	Local Funds,	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.
Middletown.....	\$2,224 25	\$322 71	\$31 54	\$4,870 90	.....	.....	.....	\$7,649 40
" City,	3,888 00	491 74	54 34	4,000 00	\$11,170 00	.....	\$1,486 25	21,121 33
" Industrial School,	261 00	.....	.....	.....	.....	.....	.....	261 00
" complete,	6,473 25	814 45	216 88	8,870 90	11,170 00	.....	1,486 25	29,031 73
Haddam,	1,008 00	428 46	9 43	1,895 76	48 19	\$17 03	.....	3,406 89
Chatham,	623 463	217 28	.....	2,361 72	.....	.....	178 39	3,670 89
Chester,	598 50	133 45	.....	1,109 60	16 26	.....	.....	1,947 81
Clinton,	522 00	165 52	34 98	201 89	.....	.....	.....	924 39
Cromwell,	1,012 50	157 11	21 23	1,681 24	.....	15 00	.....	3,191 53
Durham,	366 00	171 90	48 44	1,021 10	1,206 56	20 00	605 15	3,439 11
East Haddam,	1,077 75	278 68	.....	3,222 77	130 00	22 75	36 03	4,767 38
Essex,	805 50	152 80	159 86	2,042 02	.....	.....	.....	4,060 18
Killingworth,	227 25	141 09	10 00	809 81	160 38	.....	.....	1,348 53
Middlefield,	547 036	438 75	90 49	1,012 27	.....	.....	16 52	1,570 53
Old Saybrook,	612 00	18 00	.....	927 30	.....	12 50	.....	1,557 30
Portland,	1,494 530	182 96	.....	7,955 49	86 17	64 37	474 73	11,667 28
Saybrook,	2,457 00	132 75	497 16	2,439 08	.....	.....	.....	3,183 30
Saybrook,	615 75	82 79	14 78	.....	.....	.....	.....	.....
Westbrook,	328 50	174 50	.....	773 50	.....	.....	.....	1,270 50
15 Towns.	\$17,426 25	\$3,158 28	\$1,016 72	\$37,615 35	\$12,877 56	\$151 67	\$2,797 82	\$75,043 65
	\$59,414,581							2

EXPENSES.

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MIDDLESEX COUNTY.

TOWNS.	EXPENSES.							District Indebtedness.	Per cent, etc.*	Per cent, etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.					
Middletown,.....	\$6,532 73	\$763 96	.....	.....	.....	\$359 40	\$7,056 09	\$359 40	.....	.....	\$7 41	\$19 78
" City,.....	14,001 96	1,867 20	\$1,725 72	\$166 78	.....	4,462 45	22,218 11	100 00	.....	.....	12 27	26 26
" Indust'l School,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" complete,.....	20,534 69	2,631 16	1,725 72	166 78	.....	4,821 85	29,874 20	459 40	2.61	1.07	10 38	20 83
Haddam,.....	2,920 94	138 26	90 00	.....	.....	112 00	3,261 20	100 00	2.93	2.83	7 27	13 70
Chatham,.....	3,590 04	372 01	.....	.....	.....	87 00	3,649 05	87 00	4.07	3.78	8 98	16 25
Chester,.....	1,727 75	171 99	83 36	.....	.....	156 81	2,139 91	33 00	2.58	2.55	8 04	14 80
Clinton,.....	877 50	46 59	.....	.....	.....	.....	924 09	.....	0.29	0.29	3 98	48 63
Cromwell,.....	2,772 00	329 77	21 96	15 00	.....	53 10	3,191 83	53 10	2.36	2.34	7 09	12 20
Corham,.....	1,569 65	167 00	640 00	.....	\$900 00	151 00	3,427 65	35 00	6.22	2.18	18 58	31 01
East Haddam,.....	4,120 12	314 03	245 69	2 90	.....	313 90	4,996 64	133 90	2.93	2.77	10 43	14 82
Essex,.....	3,090 13	352 62	.....	40 00	.....	474 62	3,957 37	60 00	2.94	2.94	11 05	18 32
Killingworth,.....	1,975 20	38 88	160 38	.....	.....	34 00	1,348 55	34 00	4.59	3.83	13 35	21 02
Middlefield,.....	1,323 00	216 82	29 02	1 69	.....	.....	1,570 53	.....	1.94	1.83	8 05	15 02
Old Saybrook,.....	1,332 00	84 50	48 03	.....	.....	92 85	1,557 38	34 00	0.62	0.62	5 72	13 68
Portland,.....	8,835 30	1,724 44	1,532 28	143 56	.....	1,659 77	13,885 35	255 00	4.55	4.21	12 71	30 08
Saybrook,.....	2,584 00	470 00	52 91	.....	.....	75 50	3,182 41	75 50	3.89	3.89	11 08	16 36
Westbrook,.....	1,168 25	88 25	.....	.....	.....	20 00	1,276 50	20 00	1.53	1.53	8 74	16 35
15 Towns.	\$57,110 66	\$7,186 32	\$4,629 35	\$363 93	\$900 00	\$8,052 40	\$78,242 66	\$1,377 90	2.75	1.93	\$9 98	\$19 81

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

TOLLAND COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	
Tolland,	\$314,137	\$481 50	\$116 15	.....	\$1,129 94	.....	.....	\$8 50	\$1,736 09
Andover,	106,331	119 25	99 80	.....	383 61	.....	.....	.....	602 66
Bolton,	176,580	225 00	114 65	\$73 43	479 42	.....	.....	.....	892 50
Columbia,	260,381	366 75	19 65	.....	1,113 60	\$130 00	.....	.....	1,630 00
Coventry,	619,490	856 75	229 70	32 64	2,293 76	399 30	\$31 25	33 92	3,747 32
Ellington,	714,415	663 75	224 21	.....	2,447 31	5,600 00	.....	22 00	8,957 27
Hebron,	419,971	481 50	228 03	72 00	1,002 61	.....	10 00	54 70	1,848 84
Mansfield,	553,838	807 75	323 04	34 50	1,647 35	151 00	91 02	48 00	3,080 56
Somers,	646,007	639 00	321 53	.....	2,718 85	.....	17 00	20 00	3,715 58
Stafford,	1,253,018	639 00	321 53	14 31	6,035 87	3,736 24	.....	289 48	12,210 15
Union,	128,672	191 25	109 50	.....	609 94	32 00	.....	.....	1,002 69
Vernon,	2,979,946	4,650 75	39 50	.....	10,368 99	2,198 12	40 00	43 18	17,720 54
Willington,	221,855	441 00	30 00	.....	997 90	.....	29 75	22 45	1,521 10
13 Towns.	\$8,484,950	\$12,001 50	\$1,841 76	\$223 88	\$31,158 35	\$12,246 66	\$219 92	\$982 23	\$58,674 30

EXPENSES.

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TOLLAND COUNTY.

TOWNS.	EXPENSES.							Cost of Superin- tendence.	District Indebted- ness.	Per cent., etc.* etc.†	Per cent., etc.†	Paid for each child enumer- ated.	Paid for each child in average attend- ance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.						
Tolland,	\$1,578 71	\$127 88	.....	.....	.....	\$59 50	\$1,766 99	\$50 00	.....	3.62	3.59	\$8 25	\$18 30
Andover,	525 00	65 66	.....	.....	.....	6 00	596 66	6 00	.....	1.95	1.95	11 25	22 51
Bolton,	865 50	63 18	.....	.....	.....	37 25	965 93	30 00	.....	2.71	2.71	9 65	18 95
Columbia,	1,361 60	92 40	\$130 00	.....	.....	50 00	1,634 00	50 00	.....	4.77	4.27	10 02	15 27
Coventry,	2,933 15	343 90	411 48	\$56 25	.....	143 00	3,887 78	137 00	\$266 00	4.30	3.55	10 71	17 71
Ellington,	3,043 88	281 09	325 98	.....	\$4,966 00	73 37	8,690 32	54 18	480 00	11.29	3.45	12 02	23 79
Hebron,	1,632 64	123 29	10 00	.....	.....	78 86	1,844 79	52 86	100 00	2.54	2.36	8 62	15 50
Mansfield,	2,596 68	213 96	240 00	.....	.....	30 00	3,580 64	30 00	.....	3.49	2.97	8 58	15 10
Somers,	3,308 00	298 58	17 00	20 00	.....	72 00	3,715 58	72 00	.....	4.26	4.20	13 08	18 81
Stafford,	7,466 50	4,116 15	1,292 34	.....	.....	825 50	13,730 79	295 50	22,091 88	8.04	4.83	14 59	29 72
Union,	847 97	52 22	32 00	.....	.....	50 00	982 19	50 00	.....	5.45	5.20	11 55	20 46
Vernon,	12,313 75	1,272 43	329 40	150 46	563 76	1,239 77	15,869 57	297 60	.....	4.37	3.45	7 40	14 60
Willington,	1,335 75	93 15	94 10	.....	.....	40 00	1,563 45	39 00	140 00	4.73	4.49	7 97	14 21
13 Towns.	\$39,809 13	\$7,174 19	\$2,882 30	\$227 16	\$5,529 76	\$2,795 25	\$58,327 79	\$1,134 14	\$26,477 88	5.25	3.67	\$9 89	\$18.58

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

SUMMARY BY COUNTIES.

COUNTIES.	Grand List.	RECEIPTS.						Districts Taxing.	
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.		Other Sources.	Total.
Hartford,.....	\$90,811,864	\$69,266 25	\$7,339 17	\$2,901 06	\$228,501 88	\$141,376 92	\$1,125 44	\$32,236 03	\$482,746 75
New Haven,.....	99,122,866	108,603 00	4,134 68	2,141 14	270,934 54	313,004 16	654 30	100,810 43	860,342 25
New London,.....	36,872,011	36,731 25	5,172 41	571 07	89,250 05	50,325 08	111 13	12,675 11	194,836 10
Fairfield,.....	68,699,357	76,644 00	3,915 54	1,092 07	255,720 02	20,831 66	59,903 54	3,962 70	413,069 53
Windham,.....	18,058,566	22,718 25	3,117 80	274 45	55,983 69	18,574 45	247 19	10,537 92	111,453 75
Litchfield,.....	26,686,667	25,728 75	5,194 05	595 00	85,208 58	11,716 10	740 91	832 47	130,015 86
Middlesex,.....	19,414,581	17,426 25	3,158 28	1,016 72	37,615 35	12,877 56	151 67	2,797 82	75,043 65
Tolland,.....	8,484,950	12,001 50	1,841 76	223 88	31,158 35	12,246 66	219 92	982 23	58,674 30
The State.	\$368,150,802	\$369,119 25	\$33,873 69	\$8,815 39	\$1,054,372 46	\$581,012 59	\$54,154 10	\$64,834 71	\$2,266,182 19

SUMMARY BY COUNTIES.

COUNTIES.	Teachers' Wages.	EXPENSES.						District Indebtedness.	Per cent., etc.*	Per cent., etc.*	Paid for each child enumerated.	Paid for attendance in average.
		Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.					
Hartford,.....	\$314,578 95	\$36,063 44	\$42,500 01	\$5,931 85	\$71,260 09	\$74,085 07	\$544,479 41	\$673,181 73	4.44	2.51	\$15 37	\$28 56
New Haven,.....	449,696 94	50,889 71	28,628 15	3,600 70	96,073 56	122,514 21	752,393 27	690,282 30	6.91	2.73	13 57	25 17
New London,.....	132,721 73	16,147 78	6,682 94	1,648 45	26,579 35	19,950 53	203,421 78	182,114 65	4.13	2.42	10 85	19 93
Fairfield,.....	262,704 24	38,303 73	22,363 01	2,087 90	4,906 01	33,109 01	363,564 08	187,049 67	4.83	3.72	10 52	22 01
Windham,.....	74,083 07	8,404 26	8,085 67	607 16	4,220 71	12,145 58	109,346 65	22,018 00	4.73	3.10	10 41	24 15
Litchfield,.....	95,100 44	12,263 21	5,139 38	869 62	6,220 48	5,229 20	134,768 39	11,106 85	3.60	3.19	10 36	10 65
Middlesex,.....	57,110 66	7,186 32	4,829 35	303 93	900 00	5,052 40	78,244 60	81,413 88	2.75	1.93	9 88	10 81
Tolland,.....	39,869 13	7,174 19	2,882 30	227 16	5,559 76	2,705 25	56,327 79	20,477 88	5.25	3.67	9 89	18 58
The State.	\$1,426,711 16	\$176,372 64	\$121,870 90	\$15,426 86	\$216,580 96	\$277,581 51	\$2,234,544.03	\$1,873,645 86	5.03	2.86	\$12 30	\$23 77

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

HARTFORD COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1891.	Different Scholars.	Registered.			In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per ct. of attend- ance on basis of enumeration.	Per ct. of attend- ance on basis of registration.
				Winter.	Summer.	Over 16.				Winter.	Summer.			
Hartford,.....	53,230	10,407	8,136	7,091	6,381	537	2,445	1,514	60	5,567	5,348	78.1	52.4	81.0
Avon,.....	1,182	240	218	172	158	...	14	12	5	135	100	90.8	48.9	71.2
Berlin,.....	2,660	509	401	357	338	11	5	99	5	281	251	78.7	52.2	76.5
Bloomfield,.....	1,308	237	226	193	134	...	...	14	3	133	100	95.3	49.1	71.2
Bristol,.....	7,382	1,654	1,717	1,402	1,288	51	9	155	15	1,164	1,072	103.8	67.5	83.1
Burlington,.....	1,302	280	239	199	206	...	...	6	1	155	139	85.3	52.5	72.5
Canton,.....	2,500	585	578	550	526	21	...	64	7	495	429	98.3	78.9	85.8
East Granby,.....	661	114	116	100	72	3	...	6	...	71	56	101.7	55.7	73.8
East Hartford,.....	4,455	1,151	1,004	825	727	3	68	195	2	634	564	87.2	52.0	77.1
East Windsor,.....	2,890	714	678	526	475	5	...	79	3	406	356	94.9	53.3	76.1
Enfield,.....	7,199	1,587	1,004	870	860	33	400	330	59	736	685	63.2	44.7	82.1
Farmington,.....	3,179	720	642	593	534	18	8	16	12	471	423	89.1	62.0	79.3
Glastonbury,.....	3,457	683	622	539	446	8	55	16	2	402	324	91.0	53.1	73.7
Granby,.....	1,251	247	261	210	169	8	...	35	...	158	131	105.5	58.5	76.2
Hartland,.....	1,665	102	113	85	78	5	...	...	...	48	42	110.7	62.3	78.9
Manchester,.....	8,222	1,893	1,668	1,534	1,458	17	9	429	17	1,234	1,127	88.1	59.0	75.4
Marlborough,.....	19,007	582	106	75	80	...	...	9	...	57	60	107.0	59.0	83.8
New Britain,.....	953	194	122	113	98	...	2	19	...	78	74	62.8	39.1	72.0
Newington,.....	1,993	383	385	336	313	15	...	24	5	280	289	100.5	74.2	87.6
Plainville,.....	1,993	383	385	336	313	15	...	24	5	280	289	100.5	74.2	87.6
Rocky Hill,.....	1,069	201	176	142	142	4	12	17	4	107	103	87.5	52.2	70.2
Simsbury,.....	1,874	387	353	295	250	4	22	24	5	217	183	91.2	51.6	73.3
Southington,.....	5,591	1,194	1,137	1,035	979	52	26	130	9	862	771	95.2	68.3	81.0
South Windsor,.....	3,360	628	347	324	280	9	...	6	1	245	189	96.3	60.2	71.8
Stafford,.....	3,169	628	583	485	438	18	62	35	6	307	330	92.8	55.4	75.5
West Hartford,.....	1,930	447	452	379	323	10	...	11	6	301	258	101.1	62.5	79.6
Wethersfield,.....	2,271	347	332	279	266	...	...	22	3	212	196	95.6	58.7	74.8
Windsor,.....	2,954	594	581	496	468	7	61	20	12	389	340	97.8	61.3	75.6
Windsor Locks,.....	2,758	634	253	231	226	7	275	96	6	187	189	39.9	29.6	82.2
29 Towns.	147,180	30,785	25,000	21,610	19,860	996	5,057	3,602	293	17,191	15,939	81.2	53.8	79.8

NEW HAVEN COUNTY.

TOWNS.	Population 1890.	Enumerated October, 1891.	Registered.			In no School.	Between 8 and 14	Average Attendance.		Per cent. who part of the year.	Per ct. of attend- ence on basis of enumeration.	Per ct. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.						
New Haven City,.....	.....	18,677	15,496	11,970	11,970	500	1,979	3,746	187	82.9	58.8	91.8
" Westville,.....	.....	382	363	293	301	...	7	26	5	95.0	62.1	79.9
" South,.....	.....	80	69	54	40	....	1	9	3	86.2	38.1	64.8
" complete,.....	86,045	10,139	15,028	12,317	12,311	500	1,987	3,781	195	83.2	58.8	91.4
Ansonia,.....	10,342	2,306	2,170	2,001	1,988	500	74	260	18	94.1	97.4	78.5
Beacon Falls,.....	505	901	109	83	99	3	...	1	...	119.7	56.0	56.0
Bethany,.....	550	100	106	97	86	...	...	2	1	61	110.0	64.5
Branford,.....	4,400	876	701	717	632	5	28	20	9	511	508	70.4
Cheshire,.....	1,929	350	280	255	202	3	48	19	1	185	130	58.1
Derby,.....	5,969	1,529	940	816	750	43	331	237	14	631	551	68.9
East Haven,.....	955	132	110	89	76	....	...	24	5	58	48	77.0
Guilford,.....	2,780	478	509	415	356	33	24	34	4	306	252	64.2
Hamden,.....	3,882	870	680	597	508	1	81	122	18	409	335	58.3
Madison,.....	1,429	252	249	217	182	6	4	26	3	175	145	72.3
Meriden,.....	25,423	6,168	4,709	3,780	3,660	120	1,200	259	41	3,007	2,982	67.3
Middlebury,.....	566	130	116	102	82	5	1	6	2	73	64	80.4
Milford,.....	3,811	697	515	472	424	22	51	138	7	324	73.8	79.7
Naugatuck,.....	6,218	1,361	1,300	1,072	983	24	11	59	9	921	863	80.8
North Branford,.....	825	166	156	127	123	1	....	4	4	108	99	79.9
North Haven,.....	1,802	365	371	305	293	....	...	32	4	218	205	70.7
Orange,.....	4,537	990	883	913	798	24	27	145	...	637	626	73.8
Oxford,.....	902	256	208	195	123	1	....	39	5	124	79	63.8
Prospect,.....	445	82	76	60	50	....	3	7	3	45	40	73.2
Seymour,.....	3,800	869	716	622	579	25	....	93	4	498	459	59.1
Southbury,.....	1,689	212	207	168	147	2	12	7	1	109	95	79.6
Wallingford,.....	6,584	1,555	1,378	1,276	1,105	45	5	193	3	916	888	64.7
Waterbury,.....	.....	835	949	504	481	4	30	74	3	380	347	73.9
" Centre,.....	.....	8,221	5,462	4,260	4,193	239	1,507	2,400	322	3,485	3,574	83.5
" complete,.....	33,202	9,056	6,111	4,764	4,674	243	1,537	2,474	325	3,805	3,921	82.4
Wolcott,.....	522	124	131	116	115	1	4	2	...	87	79	71.8
Woodbridge,.....	926	165	160	136	119	4	8	20	2	99	92	74.8
26 Towns.	209,958	48,268	38,999	31,712	30,516	1,163	5,439	8,004	678	26,326	25,738	83.6

NEW LONDON COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1891.	Registered.			In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
New London,.....	13,757	2,657	2,401	2,254	2,122	26	132	54	1,733	1,661	90.3	63.8	77.5
Norwich Town,.....	.....	257	222	196	196	2	29	15	151	163	86.3	61.0	80.1
" Central,.....	.....	1,531	1,105	986	944	19	303	123	837	825	72.1	54.2	86.1
" West Chelsea,.....	.....	827	649	685	.....	.....	86	141	586	579	85.2	60.0	87.3
" other Districts,.....	.....	2,511	1,300	1,121	1,064	7	694	537	876	821	51.7	33.7	77.6
" complete,.....	23,048	5,269	3,454	2,952	2,889	28	1,112	816	2,450	2,388	65.5	45.9	82.8
Bozrah,.....	1,005	189	215	154	152	..	3	8	108	101	113.7	55.2	68.3
Colchester,.....	2,088	595	626	500	452	5	9	11	379	325	105.2	59.1	73.9
East Lyme,.....	2,038	389	389	348	286	6	.....	13	278	228	100.0	65.0	79.8
Franklin,.....	585	110	113	101	83	.....	.....	2	75	63	102.7	62.7	75.0
Griswold,.....	3,113	703	695	597	479	7	.....	38	443	413	98.8	61.0	87.0
Groton,.....	5,539	1,114	1,092	951	814	27	11	100	727	597	98.0	59.4	75.0
Lebanon,.....	1,670	351	345	273	283	5	.....	37	212	166	98.2	53.8	79.4
Ledyard,.....	1,183	262	286	239	208	2	.....	10	165	131	109.1	50.4	60.2
Lisbon,.....	548	91	102	99	85	6	1	1	64	56	112.0	65.9	65.2
Lyme,.....	977	182	158	134	118	7	10	19	103	92	86.8	53.5	77.3
Montville,.....	2,344	536	551	426	414	5	.....	17	318	294	102.8	57.0	72.8
North Stonington,.....	1,493	337	331	291	253	5	29	28	233	195	98.2	63.5	78.6
Old Lyme,.....	1,319	230	195	171	137	..	27	6	111	100	84.7	45.8	68.5
Preston,.....	2,555	632	654	497	593	9	.....	30	404	374	103.5	61.5	77.8
Salem,.....	481	99	105	94	50	8	.....	.....	58	33	106.0	45.9	63.1
Sprague,.....	1,106	310	169	183	192	5	63	15	147	150	54.5	47.9	79.2
Stonington,.....	7,184	1,391	1,163	1,005	963	48	205	129	799	719	83.6	54.2	76.6
Voluntown,.....	1,060	255	248	212	179	1	.....	34	139	107	97.2	48.2	62.0
Waterford,.....	2,661	623	559	466	389	6	.....	56	339	274	88.2	49.1	71.6
21 Towns.	76,634	16,325	13,842	11,857	10,971	206	1,602	1,893	9,278	8,467	84.7	54.3	77.7

SCHOLARS.

FAIRFIELD COUNTY.

TOWNS.	Population. 1890.	Enumerated October, 1891.	Registered.			In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
Bridgeport,.....	48,866	12,906	8,373	6,203	6,332	303	3,158	384	6,198	5,990	64.8	47.2	97.2
Danbury,.....	19,473	4,199	2,840	2,480	2,443	57	946	35	2,077	1,897	67.6	47.3	80.7
Bethel,.....	3,401	723	704	618	601	16	64	2	492	463	97.3	66.0	78.3
Brookfield,.....	989	212	189	174	160	...	...	...	115	97	89.1	50.0	63.4
Darien,.....	2,276	364	275	241	211	1	42	55	173	153	75.5	44.7	72.1
Easton,.....	1,001	128	142	118	118	1	...	...	84	80	110.9	64.0	69.4
Fairfield,.....	3,868	812	680	572	517	12	110	125	384	331	83.7	44.0	65.6
Greenwich,.....	10,131	2,945	1,341	1,173	1,039	22	369	407	7	832	65.5	38.7	71.6
Huntington,.....	4,006	983	801	716	660	15	55	121	595	487	81.4	48.9	69.9
Monroe,.....	177	177	163	147	140	4	...	21	96	80	92.0	49.7	61.3
New Canaan,.....	2,701	524	478	427	432	13	65	7	274	260	91.2	50.9	62.9
New Fairfield,.....	670	183	150	133	130	1	12	4	76	70	98.0	49.6	57.7
Newtown,.....	3,559	788	671	617	617	12	70	15	426	399	85.1	52.3	66.8
Nonwask,.....	17,747	3,608	2,817	2,386	2,294	57	500	434	1,935	1,885	78.0	52.9	81.6
Redding,.....	1,546	219	218	184	175	...	3	9	112	109	99.5	50.4	61.5
Ridgefield,.....	2,235	433	399	361	352	7	3	14	226	208	92.1	50.1	60.8
Sherman,.....	668	130	116	99	82	4	12	9	67	49	89.2	44.0	64.0
Stamford,.....	15,700	3,572	2,821	2,333	2,242	109	879	113	1,736	1,675	78.9	47.7	74.5
Stratford,.....	2,608	517	447	381	348	15	56	12	271	229	48.3	86.4	68.5
Trumbull,.....	1,453	268	222	208	197	1	31	11	132	119	82.8	46.7	61.9
Weston,.....	772	125	125	110	102	2	...	13	61	50	100.0	44.4	52.3
Westport,.....	3,715	818	594	508	412	7	67	25	346	275	72.6	37.9	67.5
Wilton,.....	1,722	360	313	280	252	8	14	20	184	149	86.9	46.2	62.5
23 Towns.	150,081	34,064	24,879	20,469	19,846	667	4,219	6,479	16,802	15,783	73.0	47.8	80.8

WINDHAM COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1891.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. attended some part of the year.	Per ct. of attend- ance on basis of enumeration.	Per ct. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Brooklyn,	2,628	650	348	277	249	18	184	157	10	222	206	53.5	32.9	81.3
Ashford,	778	128	150	122	87	7	1	1	1	91	67	117.1	61.7	75.5
Canterbury,	947	194	201	185	142	15	...	5	6	138	107	103.6	63.1	74.0
Chaplin,	542	93	84	73	66	8	...	0	...	58	53	98.3	50.6	79.8
Eastford,	561	112	133	111	102	6	...	5	1	88	81	118.7	72.4	79.3
Hampton,	632	139	145	128	93	6	...	...	...	92	70	164.3	78.4	73.3
Killingly,	7,077	1,542	1,347	1,112	1,001	44	100	185	32	848	759	87.3	58.2	76.0
Plainfield,	4,582	994	1,047	766	716	20	4	24	7	594	559	105.3	57.9	77.8
Pomfret,	1,471	289	256	233	197	6	10	20	7	107	156	88.5	55.8	75.1
Punam,	6,512	1,579	645	562	553	35	615	245	50	467	434	40.8	28.5	80.8
Scotland,	506	92	103	89	70	7	1	7	...	68	51	111.9	64.6	74.8
Sterling,	1,051	267	307	237	212	10	...	6	5	171	149	114.9	59.9	71.2
Thompson,	5,580	1,450	647	527	476	15	536	380	18	415	346	44.6	26.2	75.8
Windham,	10,032	2,097	1,302	1,070	1,045	65	824	136	12	870	847	62.0	40.9	81.1
Woodstock,	2,309	471	427	358	310	13	14	13	...	296	233	90.6	56.1	79.1
15 Towns.	45,158	10,097	7,142	5,850	5,319	275	2,289	1,107	152	4,585	4,118	70.7	43.0	77.9

LITCHFIELD COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1891.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Litchfield,	3,304	604	582	502	479	32	28	114	2	360	366	96.3	60.0	74.0
Barkhamsted,	1,130	223	187	161	124	5	4	32	2	109	84	83.8	43.2	67.7
Bethlehem,	543	89	104	78	87	1	1	6	...	67	70	116.8	76.9	83.0
Bridgewater,	917	105	102	83	72	5	4	5	...	64	56	97.1	57.1	77.4
Canaan,	970	175	181	134	132	4	5	9	3	96	97	103.4	55.1	72.5
Colebrook,	1,098	253	231	195	177	6	...	31	...	140	131	91.3	53.5	72.8
Cornwall,	1,283	291	288	241	208	2	2	36	3	188	169	98.9	61.3	79.5
Goshen,	972	168	164	119	98	1	18	4	...	84	71	97.6	46.1	71.4
Harwinton,	943	221	255	194	168	6	...	14	...	137	109	115.3	55.6	67.9
Kent,	1,383	283	298	273	223	14	18	13	...	166	128	105.3	51.9	59.2
Morris,	584	127	138	122	97	6	5	5	...	86	72	108.6	62.2	72.1
New Hartford,	3,160	781	403	327	332	14	256	133	7	236	252	51.6	31.2	74.0
New Milford,	3,917	728	732	577	515	15	25	32	12	404	380	100.5	53.8	71.7
Norfolk,	1,546	327	290	242	229	10	16	45	5	177	169	88.6	52.9	73.4
North Canaan,	1,683	316	350	267	224	9	22	16	8	192	120	110.7	49.3	63.5
Plymouth,	2,147	448	484	394	375	5	...	16	...	319	316	108.0	70.8	82.5
Roxbury,	936	211	193	169	135	1	...	20	3	127	106	91.4	55.2	70.6
Salisbury,	3,420	820	646	543	482	14	114	40	5	356	314	78.0	40.8	65.3
Sharon,	2,149	426	456	374	338	13	16	12	5	249	218	107.0	54.8	65.5
Thomaston,	3,278	807	706	623	576	17	12	106	1	510	447	87.4	59.2	79.8
Torrington,	6,048	1,490	1,502	1,167	1,111	58	...	253	2	923	853	100.8	59.5	77.9
Warren,	477	166	84	75	71	8	...	12	...	49	45	79.2	44.3	64.3
Washington,	1,933	304	277	228	213	...	33	29	3	160	150	91.1	50.9	70.2
Watertown,	2,323	459	419	357	318	8	...	22	3	273	232	91.2	55.0	74.8
Winchester,	6,183	1,292	916	784	774	35	325	86	10	624	630	70.8	48.5	80.4
Woodbury,	1,815	381	351	290	239	11	17	44	3	215	165	92.1	49.8	71.8
26 Towns.	53,542	11,435	10,333	8,519	797	300	964	1,143	85	6,311	5,750	90.3	52.7	73.9

MIDDLESEX COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1891.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Middletown,.....	.....	1,033	923	877	721	....	37	62	6	327	367	89.3	36.9	47.8
" City,.....	.....	1,728	1,168	985	943	80	600	400	40	848	844	67.5	48.9	87.7
" Indust'l School,	.....	116	277	266	286	155	....	....	....	213	199	....	....	....
" complete,.....	15,205	2,877	2,368	2,122	1,950	235	637	462	46	1,458	1,410	82.3	49.8	70.4
Haddam,.....	2,095	448	389	311	260	3	17	36	6	266	210	86.8	53.1	83.3
Chatham,.....	1,949	466	369	296	269	9	...	36	1	253	196	90.8	55.2	79.4
Chester,.....	1,301	266	221	189	174	1	7	38	4	150	139	83.0	54.3	79.6
Clinton,.....	1,384	232	35	34	18	....	186	13	1	24	14	15.0	8.1	73.0
Cromwell,.....	1,987	450	471	371	324	6	2	68	1	266	257	104.6	58.1	75.2
Durham,.....	856	136	139	121	106	..	....	2	2	89	74	102.2	59.9	71.8
East Haddam,.....	2,599	479	447	394	340	8	4	32	5	300	239	93.3	56.2	73.4
Essex,.....	358	358	313	284	261	6	6	39	1	227	205	87.4	60.3	79.2
Killingworth,.....	1,882	101	86	80	78	....	....	12	1	62	61	85.1	60.8	77.7
Middlefield,.....	1,002	195	173	151	134	2	18	2	1	108	100	88.7	53.3	72.9
Old Saybrook,.....	1,484	272	199	173	158	5	37	47	2	123	106	73.1	42.0	69.1
Portland,.....	4,687	1,032	677	569	538	18	286	134	5	473	450	61.9	42.2	84.1
Saybrook,.....	287	287	270	236	229	18	1	27	....	196	193	94.0	67.7	83.6
Westbrook,.....	574	146	111	112	102	....	12	15	....	78	78	76.0	53.4	72.8
15 Towns.	39,524	7,745	6,268	5,443	4,931	309	1,213	963	76	4,073	3,732	80.9	50.3	75.2

TOLLAND COUNTY.

TOWNS.	Population, 1890.	Enumerated October, 1891.	Registered.			In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.		Winter.	Summer.			
Tolland,	1,037	214	193	170	124	1	7	113	80	99.1	45.0	65.6
Andover,	401	53	47	35	39	1	....	22	31	88.6	50.0	71.6
Bolton,	452	100	85	74	68	2	....	53	49	85.0	51.0	71.8
Columbia,	163	163	166	142	123	....	....	110	104	101.8	60.4	80.7
Coventry,	1,875	363	366	312	263	17	1	232	207	100.8	60.4	76.3
Ellington,	1,539	295	283	210	175	12	41	164	149	85.7	53.0	81.2
Hebron,	1,639	214	225	168	195	7	32	124	113	105.1	55.3	71.1
Mansfield,	1,911	359	333	284	264	....	8	211	197	92.7	56.8	74.4
Somers,	1,407	284	332	269	243	20	2	224	171	123.9	69.5	77.1
Stafford,	4,535	941	736	594	555	26	14	485	439	78.2	49.0	80.4
Union,	431	85	80	67	60	....	....	49	47	94.1	56.4	75.5
Vernon,	8,808	2,067	1,495	1,279	1,195	65	169	1,055	1,032	72.3	50.4	84.3
Willington,	906	196	177	150	147	4	35	119	101	90.3	56.1	74.0
13 Towns.	25,081	5,334	4,508	3,754	3,421	155	333	2,961	2,720	84.5	53.2	79.1

SUMMARY BY COUNTIES.

COUNTIES.	Population, 1890.	Enumerated October, 1891.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per ct. of attend- ance on basis of enumeration.	Per ct. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Hartford,.....	147,180	30,785	25,000	21,610	19,860	996	5,057	3,602	293	17,191	15,939	81.2	53.8	79.8
New Haven,.....	209,088	48,268	38,999	31,712	30,516	1,163	5,439	8,004	678	26,326	25,738	80.7	53.9	83.6
New London,.....	76,634	16,325	13,842	11,857	10,971	206	1,602	1,893	184	9,278	8,467	84.7	54.3	77.7
Fairfield,.....	150,081	34,064	24,879	20,469	19,846	667	4,219	6,479	674	16,802	15,783	73.0	47.8	80.8
Windham,.....	45,158	10,097	7,142	5,850	5,319	275	2,289	1,197	152	4,585	4,118	70.7	43.0	77.9
Litchfield,.....	53,542	11,435	10,333	8,519	7,797	300	964	1,143	85	6,311	5,750	90.3	52.7	73.9
Middlesex,.....	39,524	7,745	6,268	5,443	4,931	309	1,213	963	76	4,073	3,732	80.9	50.3	75.2
Tolland,.....	25,081	5,334	4,508	3,754	3,421	155	694	333	69	2,961	2,720	84.5	53.2	79.1
The State.	746,238	164,053	130,971	109,214	102,661	4,071	21,477	23,614	2,211	87,527	82,247	79.8	51.7	80.1

HARTFORD COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford,.....	32	32	176	176	\$132 90	\$53 77	.....	.....	.....	.....	208	1	18	..
Avon,.....	..	..	7	7	.....	28 28	.....	.....	.....	.....	7	4	..	..
Berlin,.....	..	..	12	12	.....	37 44	.....	.....	.....	.....	12	..	4	1
Bloomfield,.....	..	..	8	8	.....	30 16	.....	.....	.....	.....	6	..	4	..
Bristol,.....	4	5	29	29	128 88	46 23	.....	.....	.....	.....	34	2	26	..
Burlington,.....	1	..	7	9	26 00	26 58	.....	.....	.....	.....	8	2	2	..
Canton,.....	2	1	13	14	123 94	38 20	.....	.....	.....	.....	13	..	1	1
East Granby,.....	1	..	5	5	30 00	25 38	.....	.....	.....	.....	5	1	3	..
East Hartford,.....	3	3	19	19	65 62	35 52	.....	.....	.....	.....	22	..	6	..
East Windsor,.....	2	2	15	15	91 50	32 00	.....	.....	.....	.....	12	2	8	..
Enfield,.....	3	2	29	30	104 00	34 98	.....	.....	.....	.....	32	1	12	..
Farmington,.....	2	2	16	16	110 83	39 87	.....	.....	.....	.....	15	2	7	..
Glastonbury,.....	1	1	20	20	34 22	29 26	.....	.....	.....	.....	20	3	2	..
Granby,.....	2	2	9	9	31 44	24 93	.....	.....	.....	.....	11	1	1	..
Hartland,.....	1	..	6	8	20 00	19 82	8	.....	.....	.....	6	5	..	..
Manchester,.....	2	2	25	25	155 26	43 53	.....	.....	.....	.....	27	5	18	..
Marlborough,.....	..	..	4	3	.....	25 22	1	.....	.....	.....	3	..	..	..
New Britain,.....	4	4	48	48	165 00	45 00	.....	.....	.....	.....	52	..	28	..
Plainville,.....	..	..	4	4	.....	33 00	.....	.....	.....	.....	4	1	2	..
Rocky Hill,.....	1	1	7	7	115 76	41 05	.....	.....	.....	.....	3	5	2	..
Simsbury,.....	..	..	5	5	.....	37 15	.....	.....	.....	.....	4	..	2	1
Southington,.....	2	2	13	11	40 62	29 82	.....	.....	.....	.....	12	4	..	..
South Windsor,.....	6	6	22	22	85 18	41 68	.....	.....	.....	.....	28	5	2	..
Suffield,.....	1	1	11	11	60 00	34 18	.....	.....	.....	.....	12	..	..	..
West Hartford,.....	1	1	17	17	38 00	35 18	.....	.....	.....	.....	15	4	7	..
Wethersfield,.....	1	1	12	12	111 11	40 41	.....	.....	.....	.....	13	1	8	..
Windsor,.....	1	1	7	7	100 00	29 77	.....	.....	.....	.....	7	2	3	..
Windsor Locks,.....	4	4	11	12	65 83	40 24	14	..	5	..
29 Towns.	78	74	560	566	\$109 86	\$42 28	1	10	611	51	236	4

TEACHERS.

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NEW HAVEN COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New Haven City.....	20	20	318	318	\$198 00	\$54 00	..	..	..	..	338	20	29	..
" Westville.....	1	1	6	6	100 00	49 16	..	..	..	..	7	..	..	..
" South.....	..	..	1	1	.....	40 00	..	..	..	..	1	..	1	..
" complete.....	21	21	325	325	\$193 33	\$53 86	..	..	..	..	346	20	27	..
Ansonia.....	3	3	38	38	43 18	26 66	..	..	..	2	40	3	6	1
Beacon Falls.....	..	..	3	3	.....	28 00	..	..	..	..	3	1	..	..
Bethany.....	..	..	5	5	.....	28 00	..	..	..	..	3	2	..	..
Branford.....	1	1	10	16	105 26	33 45	..	..	..	..	17	1	..	..
Cheshire.....	1	..	11	12	30 00	31 30	..	..	..	..	12	7	2	..
Derby.....	4	4	21	21	70 96	42 90	..	..	..	..	22	..	3	..
East Haven.....	..	..	3	3	.....	34 66	..	..	..	..	3	..	..	..
Guilford.....	2	1	15	14	78 50	30 24	1	1	2	2	15	2	1	1
Hamden.....	..	..	16	16	.....	31 62	..	..	..	..	16	2	..	..
Madison.....	5	3	8	9	31 06	32 52	..	..	..	2	12	3	2	..
Meriden.....	10	10	82	82	126 46	46 77	..	..	..	..	82	9	30	..
Middlebury.....	..	..	4	4	.....	29 85	..	..	..	..	2	1	1	..
Milford.....	1	1	12	12	126 31	33 80	..	..	..	..	13	3	3	1
Naugatuck.....	1	1	23	23	150 00	45 91	..	..	..	..	24	1	4	..
North Branford.....	..	..	6	6	.....	29 66	..	..	..	2	2	..	..	..
North Haven.....	1	1	9	9	37 36	34 24	..	..	..	..	8	3	3	1
Orange.....	1	1	21	22	100 66	36 50	..	..	..	..	23	2	6	..
Oxford.....	1	..	9	9	24 00	24 00	1	9	1	..	9	1	..	..
Prospect.....	..	..	4	4	.....	28 00	..	..	..	..	4	1	..	1
Seymour.....	1	1	14	14	144 00	36 00	..	..	..	..	15	..	5	..
Southbury.....	1	..	7	7	58 00	26 04	..	..	..	3	5	3	10	..
Wallingford.....	3	3	31	31	98 66	40 28	..	..	..	..	31	3	3	..
Waterbury.....	1	1	13	13	48 00	39 69	..	..	..	..	14	4	2	..
" Centre.....	7	9	88	94	125 55	52 13	..	..	..	..	87	10	21	..
" complete.....	8	10	101	107	\$116 93	\$50 57	..	..	..	..	101	20	23	..
Wolcott.....	..	..	6	6	.....	24 71	..	..	..	6	5	2	..	..
Woodbridge.....	2	2	4	4	35 79	35 92	..	..	..	..	5	..	2	..
26 Towns.....	67	63	794	802	\$127 17	\$46 35	..	1	2	26	818	84	128	4

NEW LONDON COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New London,.....	2	2	48	48	\$85 00	\$36 00	..	..	..	..	47	3	2	..
Norwich Town,.....	1	1	4	4	90 00	35 00	..	..	..	..	5	..	2	..
" Central,.....	2	2	28	28	130 00	50 00	..	..	..	..	30	..	4	..
" West Chelsea,.....	1	1	18	18	100 00	34 22	..	..	..	..	18	1	2	..
" other Districts,.....	3	3	30	30	113 33	33 69	..	..	..	3	32	1	8	1
" complete,.....	7	7	08	08	112 85	39 58	..	..	..	3	85	2	16	1
Bozrah,.....	..	..	7	7	..	27 07	..	..	..	..	3	4	5	..
Colchester,.....	5	4	14	14	25 22	34 13	..	..	4	5	16	..	8	..
East Lyme,.....	3	2	8	9	58 00	26 47	..	1	..	5	10	2	2	..
Franklin,.....	..	..	5	7	24 00	24 00	..	..	2	7	3	2	..	..
Griswold,.....	5	2	14	15	54 60	28 56	..	3	1	8	16	2	2	..
Groton,.....	6	5	18	18	65 40	36 29	..	1	..	1	22	..	10	1
Lebanon,.....	3	..	12	14	32 66	26 96	..	..	..	5	15	..	4	..
Ledyard,.....	6	1	6	12	23 75	19 22	..	7	5	5	2	5	..	..
Lisbon,.....	..	..	6	6	..	19 66	..	6	..	..	6	2	..	..
Lyme,.....	2	..	5	7	23 16	20 94	..	1	2	6	3	2	..	..
Montville,.....	6	2	9	13	39 04	31 09	..	..	4	4	8	..	..	..
North Stonington,.....	5	..	9	14	26 60	25 93	..	2	2	5	8	7	1	..
Old Lyme,.....	3	..	5	8	27 91	27 55	1	2	..	1	1	1	1	..
Preston,.....	10	4	8	14	37 03	22 99	1	7	2	2	9	4	5	..
Salem,.....	..	..	6	4	..	20 50	..	5	..	..	..	..	1	..
Sprague,.....	1	1	6	6	52 90	38 00	..	..	..	..	7	..	2	..
Stonington,.....	6	5	27	28	75 87	37 71	..	..	1	1	29	10	5	..
Voluntown,.....	2	1	6	6	44 77	27 43	..	..	1	1	6	1	2	..
Waterford,.....	3	1	11	12	35 57	32 05	..	..	..	..	10	6	5	..
21 Towns,.....	77	37	310	342	\$54 04	\$32 94	2	35	20	62	305	54	67	2

FAIRFIELD COUNTY.

TEACHERS.

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TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Bridgeport,.....	8	6	161	160	\$155 00	\$48 50	..	..	..	..	166	..	27	..
Danbury,.....	4	4	57	57	101 37	41 26	..	..	..	..	59	3	3	..
Bethel,.....	1	1	15	15	85 00	38 93	..	..	..	..	15	1	1	..
Brookfield,...	3	1	5	7	32 00	29 50	..	..	..	..	5	..	..	..
Darien,.....	3	3	3	3	58 33	48 33	..	..	..	..	6	..	..	..
Easton,.....	2	1	6	7	22 44	22 90	..	..	2	7	7	3	..	..
Fairfield,...	6	6	13	13	60 00	37 92	..	..	..	..	19	2	..	..
Greenwich,...	3	3	28	28	77 00	38 92	..	..	..	..	31	1	12	..
Huntington,...	1	2	21	21	95 33	31 84	..	..	..	..	16	8	3	..
Monroe,.....	2	1	5	6	30 00	29 90	..	..	..	..	6	1	2	..
New Canaan,...	1	1	13	13	90 00	30 46	..	..	..	3	3	..	..	..
New Fairfield,...	..	..	7	7	.....	27 85	..	..	..	1	7	..	..	..
Newtown,....	3	3	21	21	46 66	29 23	..	..	..	5	23	3	3	..
Norwalk,....	9	9	48	48	93 11	47 13	..	..	..	..	56	2	22	..
Ridgefield,...	..	..	8	8	.....	24 50	..	..	..	6	7	2	..	..
Redding,....	2	2	12	13	35 25	29 40	..	..	..	..	15	3	8	..
Sherman,....	1	1	5	5	24 00	23 80	..	..	1	4	5	1	..	..
Stamford,....	10	10	53	55	90 95	47 19	..	..	..	..	63	3	20	..
Stratford,...	1	1	8	8	120 00	38 91	..	..	..	..	7	2	7	..
Trumbull,...	..	..	7	7	.....	29 53	..	..	..	..	5	1	1	..
Weston,.....	2	2	3	3	25 00	20 41	2	2	2	1	5	4	..	..
Westport,....	1	1	12	12	50 00	41 66	..	..	..	..	10	2	1	..
Wilton,.....	3	3	7	7	32 83	25 07	..	1	..	..	9	..	..	..
23 Towns.	66	61	518	524	\$78 87	\$41 38	..	3	5	30	545	45	110	3

WINDHAM COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Brooklyn,.....	2	1	9	10	\$56 10	\$34 80	..	..	..	..	8	2	2	..
Ashford,.....	4	1	6	9	19 67	10 36	4	9	..	..	6	..	..	..
Canterbury,.....	..	..	10	10	.....	21 58	..	1	..	9	10	3	5	1
Chaplin,.....	..	..	3	3	.....	27 19	..	..	..	1	3	..	..	..
Eastford,.....	1	..	5	6	25 00	21 87	..	5	1	..	6	..	2	..
Hampton,.....	5	1	2	6	23 43	20 25	1	3	4	3	1	..	..	..
Killingly,.....	0	6	27	27	67 64	37 12	..	..	..	1	26	7	..	..
Plainfield,.....	4	3	15	17	54 28	32 10	..	1	..	3	17	..	1	..
Pomfret,.....	3	2	7	6	38 31	28 53	..	..	..	3	5	6	..	1
Punnam,.....	2	2	14	14	116 39	39 19	..	..	..	..	17	1	..	..
Scotland,.....	..	..	5	5	.....	25 25	..	..	..	3	5	2	1	..
Sterling,.....	4	1	4	7	34 20	23 08	..	1	1	5	5	1	1	..
Thompson,.....	5	5	13	13	40 80	37 67	..	..	1	..	6	3	3	1
Windham,.....	7	7	39	39	96 88	47 98	..	..	..	..	42	2	23	..
Woodstock,.....	7	3	9	12	29 67	25 73	..	1	2	6	10	2	1	..
15 Towns.	50	32	168	184	\$55 04	\$34 71	5	21	8	32	179	29	39	3

LITCHFIELD COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Litchfield,	1	1	18	21	\$80 00	\$30 00	..	..	..	..	13	5	..	..
Barkhamsted, .....	..	..	10	9	.....	23 24	..	7	..	2	4	4	..	..
Bethlehem, .....	..	..	6	7	.....	22 25	..	5	..	1	2	2	1	..
Bridgewater,	1	1	4	4	38 66	25 13	..	..	..	3	5	..	..	..
Canaan, .....	..	..	9	9	.....	21 24	..	3	..	..	5	..	..	..
Colebrook,	3	2	7	8	24 62	21 41	..	..	..	6	10	3	1	..
Cornwall, .....	..	..	12	12	.....	22 30	..	7	..	2	9	1	2	1
Goshen, .....	..	..	9	9	.....	22 73	..	3	..	5	4	3	1	..
Harwinton,	2	7	7	9	28 00	26 06	..	..	..	..	3	1	1	..
Kent,	5	3	9	8	34 37	23 89	..	3	..	3	5	3	..	..
Morris,	1	..	5	6	28 00	25 09	..	2	..	..	5	2	1	..
New Hartford,	2	2	10	10	74 44	32 20	..	..	..	..	12	..	2	..
New Milford,	7	1	14	20	42 90	28 58	..	..	..	7	18	6	..	..
Norfolk,	1	1	10	9	44 00	26 38	..	1	..	..	3	3	..	1
North Canaan,	1	1	7	7	72 22	30 53	..	..	..	..	1	10	1	..
Plymouth,	1	1	15	15	111 11	34 63	..	1	..	..	16	8	6	..
Roxbury,	1	..	7	8	25 00	27 02	..	..	1	2	2	4	..	..
Salisbury,	1	1	18	18	34 00	31 22	..	..	..	..	18	..	1	..
Sharon,	2	1	17	18	24 66	25 54	..	6	1	4	9	14	..	..
Thomaston,	2	2	12	11	79 11	40 33	..	..	..	..	14	..	5	..
Torrington,	1	1	28	28	180 00	100 26	..	..	..	..	26	..	3	..
Warren,	1	1	4	5	20 00	17 77	1	5	..	..	..	..	..	..
Washington,	2	2	10	10	42 00	24 77	..	..	..	6	12	3	1	1
Watertown,	1	1	10	11	36 00	33 68	..	..	..	..	10	3	2	..
Winchester,	2	2	23	23	136 14	44 05	..	..	..	..	24	1	11	..
Woodbury,	5	3	9	11	30 12	25 03	..	1	..	6	11	3	..	..
26 Towns.	43	26	290	306	\$53 68	\$30 10	1	46	4	63 *	251	74	45	3

MIDDLESEX COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Middletown, .....	..	..	21	21	.....	\$33 88	..	..	..	..	21	6	2	..
" City,	3	3	22	22	\$150 00	47 25	..	..	..	..	18	2	6	..
" Industrial School, ..	..	..	5	5	.....	29 00	..	..	..	4	3	1	2	..
" complete,	3	3	48	48	150 00	39 50	..	..	..	4	42	9	2	..
Haddam,	1	1	13	12	32 00	25 24	..	..	..	6	13	8	3	..
Chatham,	1	1	12	12	66 66	25 79	..	..	..	5	14	..	2	..
Chester,	3	1	2	4	42 50	34 16	..	..	..	..	5	..	2	..
Clinton, .....	..	..	3	3	.....	30 00	..	..	..	..	3	..	..	..
Cromwell, .....	..	..	9	9	.....	34 22	..	..	..	..	9	1	2	..
Durham, .....	..	..	6	6	.....	20 00	..	..	..	2	5	5	..	..
East Haddam, .....	..	..	18	18	.....	27 76	..	1	..	6	17	2	3	..
Essex,	2	2	6	6	50 58	37 33	..	..	..	..	6	1	5	..
Killingworth, .....	..	..	7	7	.....	26 67	..	5	..	2	9	2	1	1
Midfield, .....	..	..	4	4	.....	36 75	..	..	..	..	5	1	2	..
Old Saybrook, .....	..	..	4	4	.....	36 00	..	..	..	..	3	1	..	..
Portland,	3	3	14	14	90 00	39 85	..	..	..	..	15	1	4	..
Saybrook,	1	1	5	6	80 00	32 55	..	..	..	..	6	2	1	1
Westbrook,	1	..	5	6	38 00	25 00	..	1	..	4	5	2	..	..
15 Towns.	15	12	156	159	\$82 65	\$33 20	..	7	..	29	152	35	24	3

TOLLAND COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Tolland,.....	3	1	7	6	\$23 50	\$25 00	1	1	2	9	9	3	1	1
Andover,.....	1	1	..	..	60 00	.....	..	..	..	..	..	..	..	1
Bolton,.....	1	1	3	3	30 65	26 44	..	..	..	..	..	..	..	1
Columbia,.....	1	..	7	8	25 00	21 95	..	2	1	6	7	1	2	..
Coventry,.....	3	1	9	11	34 00	29 90	..	..	..	1	7	4	6	..
Ellington,.....	..	..	10	10	..	31 00	..	..	..	..	10	2	2	..
Hebron,.....	2	1	7	8	28 26	24 48	..	..	..	..	5	5	2	..
Mansfield,.....	3	..	9	13	26 66	26 32	..	..	1	4	7	2	2	..
Somers,.....	..	..	13	12	.....	31 31	..	..	..	3	9	7	1	..
Stratford,.....	4	2	22	24	58 37	32 88	..	1	..	5	18	2	1	1
Union,.....	1	..	4	5	23 00	21 30	..	2	1	3	5	..	1	..
Vernon,.....	2	2	31	31	133 33	35 88	..	..	..	..	33	3	9	..
Willington,.....	2	1	7	9	21 66	21 78	2	4	1	3	4	4	1	..
13 Towns.	23	10	129	140	\$47 65	\$29 88	3	10	7	34	113	33	28	3

TEACHERS.

SUMMARY BY COUNTIES.

COUNTIES.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose wages was from \$20 to \$25 per month.		Continuously employed	Beginners	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford,.....	78	74	560	566	\$109 86	\$42 28	1	10	..	12	611	51	236	4
New Haven,...	67	63	794	802	127 17	46 35	..	1	2	26	818	84	128	4
New London,.....	77	37	310	342	54 04	32 94	2	35	20	62	305	54	67	2
Fairfield, ...	66	61	518	524	78 87	41 38	..	3	5	30	545	45	110	3
Windham,.....	50	32	168	184	55 04	34 71	5	21	8	32	179	29	39	3
Litchfield,	43	26	290	306	53 68	30 10	1	46	4	63	251	74	45	3
Middlesex,	15	12	156	159	82 65	33 20	..	7	..	29	152	35	24	3
Tolland,.....	23	10	129	140*	47 65	29 88	3	10	7	34	113	33	28	3
The State.	419	315	2,925	3,023	\$83 69	\$39 48	12	133	46	288	2,974	405	677	25

SCHOOLS, SCHOOLHOUSES,
AND LIBRARIES.

HARTFORD COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.					
Hartford,.....	10	18	161	7,720	2	2	..	1	10	..	1	190.52	2	
Avon,.....	7	7	7	270	..	..	..	..	..	1	..	177.85	..
Berlin,.....	9	10	12	504	3	..	..	..	..	..	..	179.66	..
Bloomfield,.....	8	8	8	259	..	..	..	..	..	1	..	156.87	..
Bristol,.....	12	12	33	1,621	2	..	2	..	2	..	1	196.96	..	
Burlington,.....	9	9	9	374	..	..	..	..	..	1	..	173.22	..
Canton,.....	8	8	14	640	..	..	..	..	1	1	..	180.35	..
East Granby,.....	6	6	6	158	..	..	..	..	..	2	..	137.66	..
East Hartford,.....	10	11	21	936	4	3	..	..	..	..	1	179.28	..
East Windsor,.....	11	11	17	688	..	1	..	1	..	1	..	180.58	..	
Enfield,.....	13	16	38	1,197	2	3	1	1	..	2	..	169.07	..	
Farmington,.....	7	7	16	748	..	1	..	..	1	1	..	187.56	..
Glastonbury,.....	18	18	21	691	2	..	..	..	..	1	..	180.00	..
Granby,.....	10	10	11	356	1	..	..	..	..	3	..	156.45	..
Hartland,.....	8	8	8	194	..	..	..	..	..	7	..	134.75	..
Manchester,.....	9	9	42	1,635	3	..	..	..	2	..	..	186.73	..
Marlborough,.....	4	4	4	120	..	..	..	..	..	2	..	135.00	..
New Britain,.....	1	16	48	2,625	..	2	3	..	2	..	1	190.00	2	
Newington,.....	4	4	4	162	..	..	..	..	..	..	..	182.50	..
Plainville,.....	1	1	8	409	..	..	..	..	1	..	..	190.00	..
Rocky Hill,.....	4	4	5	198	1	..	..	..	..	..	..	171.00	..
Simsbury,.....	12	12	13	359	1	..	..	..	..	3	..	179.30	..
Southington,.....	11	13	27	1,314	2	..	..	1	1	..	1	180.00	..
South Windsor,.....	10	11	12	444	1	..	..	..	..	1	..	180.91	..
Suffield,.....	11	11	18	631	5	1	..	..	..	..	..	178.61	..
West Hartford,.....	1	10	12	410	2	..	..	..	..	..	1	177.16	..
Wethersfield,.....	6	7	8	330	1	..	..	..	..	..	1	191.75	..
Windsor,.....	10	12	15	696	1	1	..	..	..	..	2	177.20	..
Windsor Locks,.....	1	1	5	460	..	..	..	1	..	..	..	195.50	..
29 Towns.	231	274	603	26,149	33	14	6	5	20	27	9	182.52	4	

HARTFORD COUNTY.

TOWNS.	SCHOOL HOUSES.				LIBRARIES.					
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and build- ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Hartford,	18	..	..	.....	\$1,451,000 00	7	6,000	6	\$380 00	I
Avon,.....	7	..	..	.....	4,000 00	..	....	..	.....	I
Berlin,	10	..	I	\$895 00	9,400 00	I	388	I	5 00	I
Bloomfield,.....	8	..	..	.....	6,500 00	2	50	..	.....	..
Bristol,.....	12	..	..	.....	81,000 00	13	1,500	12	120 00	I
Burlington,.....	9	I	..	.....	3,600 00	2	28	..	.....	..
Canton,.....	8	I	..	.....	25,700 00	I	100	I	20 00	.
East Granby,	6	2	..	.....	3,100 00	..	....	..	.....	..
East Hartford,.....	13	..	..	.....	30,350 00	6	300	4	30 00	I
East Windsor,	11	..	..	.....	20,800 00	..	....	I	10 00	I
Enfield,	16	2	..	.....	53,900 00	2	1,230	13	95 00	..
Farmington,	9	I	..	.....	36,400 00	4	650	..	.....	I
Glastonbury,.....	18	..	..	.....	18,150 00	10	330	2	10 00	..
Granby, .	10	..	..	.....	6,500 00	..	....	I	5 00	I
Hartland,.....	8	..	..	.....	3,100 00	..	...	..	.....	..
Manchester,	9	I	..	.....	50,100 00	9	2,000	..	.....	I
Marlborough,	4	..	..	.....	2,400 00	..	....	..	.....	..
New Britain,.....	10	..	..	.....	263,000 00	5	900	..	.....	I
Newington,.....	5	I	..	.....	4,850 00	4	300	4	20 00	I
Plainville,	I	..	..	.....	10,000 00	I	75	..	.....	I
Rocky Hill,.....	4	..	..	.....	3,600 00	..	....	..	.....	..
Simsbury,.....	12	I	I	250 00	14,800 00	..	...	I	10 00	I
Southington,.....	12	..	..	.....	71,700 00	3	1,100	2	30 00	..
South Windsor,.....	11	..	..	.....	9,050 00	10	260	10	55 00	..
Suffield,.....	11	I	..	.....	26,100 00	7	650	6	40 00	I
West Hartford,	10	..	..	.....	30,000 00	9	800	I	45 00	I
Wethersfield,	7	2	..	.....	8,500 00	I	150	I	5 00	I
Windsor,.....	10	I	..	.....	14,700 00	4	500	7	40 00	I
Windsor Locks,.....	2	..	..	.....	25,000 00	I	400	..	.....	I
29 Towns.	271	14	2	\$3,145 00	\$2,287,300 00	102	17,711	73	\$920 00	18

NEW HAVEN COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sitings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
New Haven City,.....	1	41	272	13,433	2	1	9	1	20	..	1	200.00	12
“ Westville,....	1	1	6	350	..	..	..	..	1	..	..	200.00	..
“ South,.....	1	1	1	50	..	..	..	..	..	..	..	180.00	..
“ complete,....	3	43	279	13,833	2	1	9	1	21	..	1	199.92	12
Ansonia,	1	7	39	2,109	1	..	..	2	3	..	1	199.00	..
Beacon Falls,.....	3	3	3	86	..	..	..	..	..	..	..	167.66	..
Bethany,.....	5	5	5	128	..	..	..	..	1	..	..	148.80	..
Branford,.....	1	8	17	838	1	1	..	..	1	..	1	190.00	..
Cheshire,.....	12	12	12	384	..	..	..	..	1	..	..	180.00	..
Derby,	4	5	20	998	..	..	1	1	1	..	..	200.00	..
East Haven,.....	2	3	3	140	1	..	..	..	..	..	..	183.33	..
Guilford,	10	13	16	563	..	1	1	..	..	4	1	161.18	..
Hamden,.....	13	13	16	610	3	..	..	..	..	1	..	189.68	..
Madison,.....	12	13	13	387	..	..	..	..	..	3	1	154.84	..
Meriden,.....	12	13	83	4,120	1	1	..	..	6	..	1	200.00	..
Middlebury,	6	4	4	125	..	..	..	..	..	..	..	177.50	..
Milford,	1	5	11	477	..	..	..	..	1	..	..	187.81	..
Naugatuck,.....	6	6	24	1,203	3	1	1	..	..	..	..	200.00	..
North Branford,.....	7	5	6	174	1	..	..	..	..	..	..	174.16	..
North Haven,.....	8	7	10	339	1	1	..	..	..	..	..	190.00	..
Orange,.....	8	8	20	1,018	2	..	..	..	1	1	1	187.40	..
Oxford,	13	10	10	317	..	..	..	..	..	2	..	147.80	..
Prospect,.....	1	4	4	92	..	..	..	..	..	1	..	142.50	..
Seymour,.....	1	5	14	735	..	..	..	..	1	..	1	186.50	..
Southbury,	9	8	8	259	..	..	..	..	..	..	..	153.87	..
Wallingford,	9	13	32	1,467	1	1	..	..	2	..	..	187.93	..
Waterbury,.....	10	9	14	619	2	..	1	..	..	..	..	179.85	..
“ Center,.....	1	14	83	4,320	1	1	5	1	6	..	1	197.00	10
“ complete,....	11	23	97	4,939	3	1	6	1	6	..	1	194.52	10
Wolcott,	1	6	6	150	..	..	..	..	..	..	..	150.00	..
Woodbridge,.....	6	6	6	198	..	..	..	..	..	1	..	180.00	..
26 Towns.	165	248	758	35,689	20	8	18	5	43	15	9	192.58	22

NEW HAVEN COUNTY.

TOWNS	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. of Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
New Haven City,....	41	2	..	.....	\$922,904 37	13	15,000	1	\$760 00	..
“ Westville,..	1	..	..	.....	20,000 00	1	600	..	.....	..
“ South,.....	1	..	..	.....	4,000 00	..	.....	..	.....	..
“ complete,...	43	2	..	.....	\$946,904 37	14	15,600	1	\$760 00	1
Ansonia,.....	6	1	..	.....	90,000 00	3	2,750	1	95 00	1
Beacon Falls,....	3	..	..	.....	3,300 00	..	.....	..	.....	..
Bethany,.....	5	1	..	.....	2,275 00	..	....	1	5 00	..
Branford,.....	9	1	..	.....	25,000 00	1	650	1	40 00	..
Cheshire,.....	12	..	..	.....	7,600 00	2	80	..	.....	1
Derby,.....	4	..	..	.....	53,500 00	3	1,291	1	15 00	1
East Haven,.....	3	..	..	.....	2,700 00	2	79	..	.....	..
Guilford,.....	12	..	..	.....	9,950 00	3	500	2	15 00	..
Hamden,.....	13	1	..	.....	12,200 00	..	.....	..	.....	..
Madison,.....	12	2	..	.....	23,375 00	..	.....	1	5 00	1
Meriden,.....	18	1	..	.....	346,928 25	9	4,000	12	265 00	..
Middlebury,.....	4	..	..	.....	1,600 00	1	14	..	.....	1
Milford,.....	5	..	..	.....	20,000 00	1	175	1	60 00	1
Naugatuck,.....	11	2	..	.....	40,600 00	2	633	1	45 00	1
North Branford,.....	5	..	..	.....	3,600 00	..	.....	..	.....	..
North Haven,.....	7	..	..	.....	11,500 00	8	1,000	6	30 00	1
Orange,.....	8	6	..	.....	40,000 00	..	...	2	10 00	..
Oxford,.....	12	3	1	\$500 00	2,800 00	4	100	..	.....	1
Prospect,.....	4	1	..	.....	1,200 00	..	.....	..	.....	1
Seymour,.....	7	..	..	.....	57,400 00	1	280	..	.....	1
Southbury,.....	8	1	..	.....	3,050 00	..	.....	..	.....	..
Wallingford,.....	13	..	..	.....	63,350 00	9	450	1	5 00	1
Waterbury,.....	8	..	..	.....	18,100 00	6	323	3	15 00	..
“ Center,....	14	1	..	.....	430,000 00	1	600	1	235 00	1
“ complete,...	22	1	..	.....	\$448,100 00	7	923	4	\$250 00	1
Wolcott,.....	6	..	..	.....	1,800 00	..	.....	..	.....	1
Woodbridge,.....	6	1	..	.....	4,400 00	6	933	6	30 00	..
26 Towns.	258	24	1	\$500 00	\$2,223,132 62	76	29,458	41	\$1,630 00	15

NEW LONDON COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging .8 or less.			
New London,	1	6	47	2,261	1	..	..	..	5	..	1	189.00	..
Norwich Town,	1	1	5	243	..	..	..	1	..	..	..	200.00	..
" Central,	1	6	25	1,239	1	3	1	..	1	..	..	200.00	..
" West Chelsea, ...	1	4	15	831	1	..	3	..	..	..	..	200.00	..
" other Districts, ...	9	9	30	1,432	1	..	1	1	1	..	..	194.33	..
" complete,	12	20	75	3,745	3	3	5	2	2	..	..	197.73	..
Bozrah,	7	7	7	254	..	..	..	..	..	1	..	156.14	..
Colchester,	12	12	19	655	..	..	2	..	..	2	..	158.36	..
East Lyme,	9	9	11	520	..	1	..	..	..	2	..	163.63	..
Franklin,	7	7	7	164	..	..	..	..	..	1	..	151.14	..
Griswold,	14	13	18	810	..	..	..	..	1	7	..	151.66	..
Groton,	11	11	24	1,224	2	..	1	2	..	1	..	177.66	..
Lebanon,	16	15	15	588	..	..	..	..	..	4	..	150.66	..
Ledyard,	14	13	13	350	..	..	..	..	..	3	..	141.53	..
Lisbon,	6	6	6	129	..	..	..	..	..	1	..	149.33	..
Lyme,	7	7	7	284	..	..	..	..	..	2	..	150.71	..
Montville,	12	12	15	666	1	1	..	..	..	4	..	159.86	..
North Stonington,	15	14	14	444	..	..	..	..	..	1	..	150.00	..
Old Lyme,	8	8	8	250	..	..	..	..	..	1	..	153.75	..
Preston,	12	11	17	739	2	..	1	..	..	..	..	176.47	..
Salem,	7	6	6	166	..	..	..	..	..	3	..	121.66	..
Sprague,	5	5	7	385	2	..	..	..	..	1	..	177.14	..
Stonington,	16	14	33	1,503	..	2	1	..	2	3	..	171.81	..
Voluntown,	8	7	8	328	1	..	..	..	..	3	..	143.12	..
Waterford,	11	11	14	594	3	..	..	..	..	..	..	165.35	..
21 Towns.	210	214	371	16,059	15	7	10	4	10	40	1	171.28	..

NEW LONDON COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. Drawing State money.	Total amount drawn.	No. Public.
New London,.....	6	1	..	.....	\$188,000 00	6	3,251	1	\$140 00	1
Norwich Town,....	2	..	..	.....	12,000 00	1	19	1	15 00	..
“ Central,.....	6	..	..	.....	167,000 00	1	550	1	55 00	1
“ West Chelsea,	4	1	..	.....	60,000 00	..	....	1	45 00	..
“ other Districts,	9	..	..	.....	41,200 00	5	1,189	4	65 00	..
“ complete,	21	1	..	.....	\$280,200 00	7	1,758	7	\$180 00	1
Bozrah,.....	7	..	..	.....	4,100 00	1	11	..	.....	..
Colchester,.....	11	1	..	.....	5,950 00	10	730	5	25 00	1
East Lyme,.....	9	2	..	.....	9,500 00	3	170	..	.....	..
Franklin,	7	..	..	.....	3,000 00	..	....	..	.....	1
Griswold,.....	13	2	..	.....	12,650 00	1	80	1	25 00	1
Groton,	12	1	..	.....	24,000 00	4	210	3	20 00	1
Lebanon,.....	16	3	..	.....	8,400 00	..	....	1	5 00	..
Ledyard,.....	14	2	..	.....	4,400 00	..	....	..	.....	1
Lisbon,.....	4	..	..	.....	1,800 00	..	....	..	.....	..
Lyme,	7	1	..	.....	2,725 00	..	....	..	.....	..
Montville,.....	13	..	..	.....	10,700 00	2	220	..	.....	1
North Stonington,....	15	2	..	.....	9,000 00	..	....	1	10 00	..
Old Lyme,.....	8	..	..	.....	1,600 00	..	....	..	.....	1
Preston,.....	12	2	..	.....	19,150 00	4	50	2	20 00	..
Salem,.....	7	3	..	.....	4,400 00	..	....	1	5 00	..
Sprague,.....	5	..	..	.....	8,000 00	2	400	1	5 00	..
Stonington,.....	16	3	..	.....	66,000 00	5	598	4	55 00	..
Voluntown,.....	7	1	..	.....	4,800 00	1	15	..	.....	..
Waterford,.....	11	..	..	.....	12,700 00	3	70	1	5 00	..
21 Towns.	221	25	..	.....	\$681,075 00	49	7,563	28	\$495 00	9

FAIRFIELD COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
Bridgeport,	1	22	140	7,693	3	3	1	1	11	..	1	189.50	3
Danbury,	13	19	58	2,628	4	..	1	1	2	1	1	197.48	..
Bethel,	1	7	16	561	1	..	2	..	..	..	1	200.00	..
Brookfield,	8	8	8	254	..	..	..	..	..	2	..	171.87	..
Darien,	4	4	6	252	2	..	..	..	..	..	..	198.83	..
Easton,	8	8	8	240	..	..	..	..	..	4	..	179.12	..
Fairfield,	14	14	19	717	3	1	..	..	..	1	..	198.15	..
Greenwich,	20	19	31	1,900	5	1	..	..	1	1	..	200.00	..
Huntington,	12	12	20	756	..	..	..	..	1	5	..	190.00	..
Monroe,	7	7	7	198	..	..	..	..	..	..	..	178.42	..
New Canaan,	11	10	13	533	..	..	1	..	..	..	..	194.46	..
New Fairfield,	7	7	7	208	..	..	..	..	..	3	..	163.85	..
Newtown,	21	21	24	1,003	1	1	..	..	..	5	..	191.75	..
Norwalk,	11	11	51	2,707	3	1	..	..	4	..	..	205.35	..
Redding,	10	8	8	241	..	..	..	..	..	2	..	179.43	..
Ridgefield,	13	13	16	408	..	..	1	..	..	2	..	185.75	..
Sherman,	6	6	6	160	..	..	..	..	..	3	..	156.66	..
Stamford,	1	18	59	2,646	1	..	..	..	5	..	1	197.50	..
Stratford,	3	3	9	354	..	..	..	..	1	..	..	200.00	..
Trumbull,	6	6	7	236	1	..	..	..	..	1	..	187.71	..
Weston,	5	5	5	225	..	..	..	..	..	1	..	174.00	..
Westport,	10	10	13	552	3	..	..	..	..	..	..	200.00	..
Wilton,	10	9	10	475	1	..	..	..	..	..	..	195.30	..
23 Towns.	202	247	541	24,947	28	7	6	2	25	31	4	193.13	3

FAIRFIELD COUNTY.

TOWNS.	SCHOOL HOUSES.				LIBRARIES.				
	Number.	Number Poor. Built during year.	Cost of New.	Estimated value of sites and build- ings.	No Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Bridgeport,.....	20	..	..	\$547,674 50	3	1,082	1	\$415 00	1
Danbury,.....	18	1	..	145,100 00	4	475	..	.....	1
Bethel,.....	7	1	..	22,500 00	1	60	1	50 00	..
Brookfield,.....	8	1	..	4,100 00	..	....	1	5 00	..
Darien,	4	..	..	8,600 00	2	100	4	20 00	..
Easton,	8	..	..	2,050 00	..	....	8	65 00	..
Fairfield,	14	1	..	15,675 00	5	383	1	5 00	1
Greenwich,.....	20	3	..	37,800 00	4	300	4	30 00	1
Huntington,.....	11	3	..	29,050 00	3	500	1	5 00	..
Monroe,.....	7	..	..	4,900 00	..	....	1	5 00	..
New Canaan,.....	11	..	..	12,000 00	1	187	1	15 00	1
New Fairfield,.....	7	3	1	\$810 00 1,400 00	..	....	4	20 00	..
Newtown,	21	..	..	11,900 00	6	100	..	.....	1
Norwalk,.....	11	1	..	113,900 00	6	1,620	6	190 00	2
Redding,.....	8	..	..	3,100 00	1	40	..	.....	..
Ridgefield,	13	2	..	6,950 00	14	600	13	95 00	1
Sherman,	6	1	..	1,000 00	..	....	..	.....	..
Stamford,.....	19	2	..	119,800 00	1	450	..	.....	1
Stratford,	3	..	..	23,000 00	1	75	..	.....	1
Trumbull,	6	..	..	2,800 00	1	30	..	.....	..
Weston,.....	5	..	..	2,650 00	..	....	..	.....	..
Westport,.....	10	..	..	8,900 00	1	30	1	5 00	1
Wilton,.....	9	..	..	5,650 00	2	65	1	5 00	..
23 Towns.	246	19	1	\$810 00 \$1,130,499 50	56	6,097	48	\$930 00	12

WINDHAM COUNTY.

TOWNS.	Districts.	Number of Schools. Departments.		Number of Sitings.	GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.			
Brooklyn,.....	9	7	11	458	..	2	..	..	..	2	..	166.81	..
Ashford,.....	10	10	10	257	..	..	..	..	..	6	..	150.00	..
Canterbury,.....	11	10	10	418	..	..	..	..	..	1	..	150.00	..
Chaplin,.....	4	3	3	112	..	..	..	..	..	1	..	150.00	..
Eastford,	8	6	6	185	..	..	..	..	..	1	..	150.00	..
Hampton,.....	7	7	7	202	..	..	..	..	..	..	..	149.57	..
Killingly,.....	15	15	31	1,263	3	3	..	..	1	..	..	191.29	..
Plainfield,	11	8	20	1,052	1	1	..	1	1	1	..	178.00	..
Pomfret,.....	8	8	8	364	..	..	..	..	..	1	..	162.87	..
Putnam,	6	7	17	775	1	1	..	..	1	..	1	180.00	..
Scotland,....	5	5	5	157	..	..	..	..	..	..	..	151.20	..
Sterling,.....	8	8	8	271	..	..	..	..	..	2	..	158.12	..
Thompson,	13	13	18	803	3	1	..	..	..	2	..	168.88	3
Windham,	11	12	35	1,328	2	1	..	..	2	1	1	189.37	7
Woodstock,.....	16	16	16	518	..	..	..	..	..	2	..	146.25	..
15 Towns.	142	135	205	8,163	10	9	..	1	5	20	2	171.28	10

WINDHAM COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of new.	Estimated value of sites and build-ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Brooklyn,.....	9	..	..	.....	\$20,000 00	2	115	9	\$60 00	..
Ashford,.....	10	1	..	.....	6,800 00	..	...	1	10 00	1
Canterbury,.....	11	..	..	.....	4,200 00	2	30	..	.....	..
Chaplin,	4	1	..	.....	3,000 00	..	....	..	.....	..
Eastford,.....	6	..	..	.....	3,200 00	..	....	..	.....	..
Hampton,.....	7	..	..	.....	3,250 00	..	....	..	.....	1
Killingly,.....	15	4	..	.....	50,900 00	3	400	15	120 00	1
Plainfield,	10	..	..	.....	35,315 00	..	....	2	25 00	1
Pomfret,.....	8	1	..	.....	5,100 00	..	....	1	10 00	2
Putnam,	8	1	..	.....	37,650 00	2	700	1	5 00	1
Scotland,	5	..	..	.....	2,000 00	1	14	..	.....	..
Sterling,	9	3	..	.....	4,350 00	..	..	..	.....	..
Thompson,.....	12	1	..	.....	17,550 00	13	469	12	65 00	..
Windham,.....	14	..	..	.....	60,050 00	7	1,786	9	65 00	1
Woodstock,.....	16	1	..	.....	11,400 00	..	....	2	15 00	1
15 Towns.	144	13	..	.....	\$264,765 00	30	3,514	52	\$375 00	9

LITCHFIELD COUNTY.

TOWNS.	Districts.	Number of Schools.		Number of Sittings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
Litchfield,	1	18	23	704	1	..	1	..	..	5	..	180.00	..
Barkhamsted,	11	10	10	340	..	..	..	..	..	4	..	133.50	..
Bethlehem,	7	7	7	148	..	..	..	..	..	2	..	113.57	..
Bridgewater,	5	4	5	184	1	..	..	..	..	..	..	172.80	..
Canaan,	9	9	9	278	..	..	..	..	..	3	..	176.33	..
Colebrook,	10	9	10	318	1	..	..	..	..	3	..	152.00	..
Cornwall,	15	12	12	416	..	..	..	..	..	2	..	157.41	..
Goshen,	10	9	9	270	..	..	..	..	..	5	..	159.44	..
Harwinton,	1	10	10	328	..	..	..	..	..	2	..	162.00	..
Kent,	11	13	13	410	..	..	..	..	..	5	..	152.84	..
Morris,	6	6	6	184	..	..	..	..	..	1	..	154.66	..
New Hartford,	9	9	13	601	2	1	..	..	..	1	..	174.69	..
New Milford,	18	18	22	786	1	..	1	..	..	4	..	184.90	..
Norfolk,	12	9	11	369	..	1	..	..	..	4	..	154.54	..
North Canaan,	5	5	8	320	1	1	..	..	..	..	..	174.87	..
Plymouth,	8	8	15	648	..	1	..	..	1	2	..	175.93	..
Roxbury,	7	7	8	230	1	..	..	..	..	2	..	165.87	..
Salisbury,	13	13	18	717	3	1	..	..	..	6	..	185.77	..
Sharon,	17	17	19	554	..	1	..	..	..	9	..	175.68	..
Thomaston,	1	4	13	669	1	..	..	..	1	..	1	180.00	..
Torrington,	1	9	25	1,250	2	..	..	..	2	..	1	200.00	..
Warren,	7	5	5	132	..	..	..	..	..	3	..	159.00	..
Washington,	12	12	12	360	..	..	..	..	..	3	..	159.16	..
Watertown,	9	8	11	397	..	..	1	..	..	..	..	174.09	..
Winchester,	8	7	21	878	..	..	..	..	2	..	..	186.26	..
Woodbury,	14	13	14	410	1	..	..	..	..	2	..	171.64	..
26 Towns.	227	251	329	11,901	15	6	3	..	6	68	2	171.61	..

LITCHFIELD COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	Number Poor.	Built during year.	Cost of new.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Litchfield,	18	3	..	.....	\$27,174 00	..	...	..	.....	1
Barkhamsted,	11	1	..	.....	3,900 00	1	75	..	.....	..
Bethlehem,	7	3	..	.....	2,000 00	..	...	..	.....	1
Bridgewater,	5	1	..	.....	1,675 00	2	102	1	\$5 00	..
Canaan,	9	..	..	.....	2,600 00	..	...	1	10 00	1
Colebrook, ..	9	..	..	.....	7,450 00	1	50	..	.....	..
Cornwall,	15	1	..	.....	6,700 00	..	...	..	.....	1
Goshen,	9	..	..	.....	1,950 00	1	75	1	10 00	..
Harwinton,	11	3	..	.....	5,500 00	..	...	..	.....	..
Kent,	13	..	..	.....	5,100 00	..	...	..	.....	..
Morris,	6	..	..	.....	2,450 00	..	...	..	.....	1
New Hartford,	9	..	..	.....	16,850 00	3	429	1	5 00	1
New Milford,	18	..	..	.....	17,700 00	4	500	2	10 00	1
Norfolk,	12	4	..	.....	9,815 00	3	40	4	30 00	1
North Canaan,	5	..	..	.....	7,200 00	1	50	1	10 00	1
Plymouth,	9	..	..	.....	5,900 00	7	539	7	50 00	2
Roxbury,	7	..	..	.....	1,750 00	..	...	..	.....	1
Salisbury,	13	5	..	.....	12,025 00	9	348	13	70 00	1
Sharon,	17	3	..	.....	5,700 00	..	...	1	5 00	..
Thomaston,	7	..	..	.....	22,000 00	1	100	1	40 00	1
Torrington,	9	..	1	\$6,000 00	60,000 00	1	600	1	70 00	1
Warren,	6	..	..	.....	1,800 00	..	...	..	.....	..
Washington,	12	..	..	.....	6,800 00	..	...	1	5 00	1
Watertown,	9	1	..	.....	13,100 00	4	86	3	15 00	1
Winchester,	8	1	..	.....	33,500 00	2	500	2	35 00	1
Woodbury,	14	1	..	.....	8,850 00	..	...	..	.....	1
26 Towns.	268	27	1	\$6,000 00	\$289,489 00	40	3,494	40	\$370 00	19

MIDDLESEX COUNTY.

TOWNS.	Districts.		Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						High Schools	Average length in days.	Evening Schools.
						2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less			
Middletown,.....	17	17	21	852	2	..	1	..	..	1	..	181.66	..
“ City,	1	3	24	1,075	1	..	..	..	2	..	1	191.50	..
“ Indust'l School, ..	1	1	5	228	..	..	..	5	..	..	..	240.00	..
“ complete,.....	19	21	50	2,155	3	..	1	5	2	1	1	192.30	..	
Haddam,	10	10	15	570	1	..	1	..	..	2	..	168.20	..
Chatham,	11	11	14	484	1	1	..	..	..	1	..	164.64	..
Chester,	4	4	5	241	1	..	..	..	..	..	..	180.00	..
Clinton,	1	3	3	68	..	..	..	..	..	2	..	189.33	..
Cromwell,	5	6	9	410	3	..	..	..	..	..	1	179.00	..
Durham,	5	5	6	185	1	..	..	..	..	1	..	170.83	..
East Haddam,	17	17	18	690	1	..	..	..	..	4	..	165.55	..
Essex,	1	6	8	330	2	..	..	..	..	..	..	190.00	..
Killingworth,	8	7	7	193	..	..	..	..	..	5	..	148.57	..
Middlefield,	4	4	4	186	..	..	..	..	..	..	..	180.00	..
Old Saybrook,	1	4	4	202	..	..	..	..	..	..	..	185.00	..
Portland,	6	6	16	682	1	1	..	..	1	1	..	200.00	..
Saybrook,	1	2	7	293	..	..	..	..	1	..	..	167.85	..
Westbrook,	7	6	6	230	..	..	..	..	..	..	..	153.00	..
15 Towns.	100	112	172	6,919	14	2	2	5	4	17	2	179.30	..	

MIDDLESEX COUNTY.

TOWNS.	SCHOOL HOUSES.				LIBRARIES.					
	Number.	No. Poor.	Built during year.	Cost of new.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Middletown,	17	5	..	.....	\$21,000 00	4	300	1	\$5 00	..
“ City,	3	..	..	.....	40,000 00	1	600	1	65 00	1
“ Industrial Sch., ..	..	..	..	.....	.....	1	2,000	1	20 00	..
“ complete, ...	20	5	..	.....	61,000 00	6	2,900	3	90 00	1
Haddam,	9	..	..	.....	11,700 00	..	..	..	.....	1
Chatham,	11	..	..	.....	8,300 00	3	60	..	.....	..
Chester,	4	..	..	.....	7,000 00	..	.....	..	.....	1
Clinton,	3	1	..	.....	1,700 00	2	50	..	.....	1
Cromwell,	5	..	..	.....	8,200 00	1	50	..	.....	1
Durham,	5	..	..	.....	3,450 00	2	35	..	.....	..
East Haddam,	17	2	..	.....	10,690 00	..	.....	..	.....	1
Essex,	5	..	..	.....	6,000 00	4	115	1	30 00	1
Killingworth,	7	1	..	.....	2,200 00	..	.....	..	.....	..
Middlefield,	4	..	..	.....	5,700 00	4	639	1	5 00	1
Old Saybrook,	4	..	..	.....	1,350 00	1	75	..	.....	1
Portland,	7	..	..	.....	39,900 00	4	939	1	10 00	1
Saybrook,	2	..	..	.....	12,000 00	1	495	..	.....	..
Westbrook,	7	2	..	.....	2,700 00	..	.....	..	.....	1
15 Towns.	110	11	..	.....	\$181,890 00	28	5,358	6	\$135 00	11

TOLLAND COUNTY.

TOWNS.	Districts.	Number of Schools. Departments.		Number of Sitings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
Tolland,.....	11	10	10	296	..	..	..	..	..	2	..	126.30	..
Andover,.....	1	1	1	100	..	..	..	..	..	..	..	175.00	..
Bolton,	5	4	4	180	..	..	..	..	..	1	..	158.75	..
Columbia,	8	8	8	250	..	..	..	..	..	..	..	151.87	..
Coventry,.....	10	10	12	446	..	1	..	..	..	1	..	157.50	..
Ellington,.....	10	9	10	336	1	..	..	..	..	1	..	180.00	..
Hebron,.....	9	9	9	238	..	..	..	..	..	4	..	145.77	..
Mansfield,.....	13	13	13	438	..	..	..	..	..	..	..	150.00	..
Somers,.....	10	10	13	356	1	1	..	..	..	3	..	167.46	..
Stafford,.....	16	16	25	892	1	1	..	..	1	6	..	164.12	..
Union,	6	5	5	238	..	..	..	..	..	2	..	150.00	..
Vernon,	9	9	33	1,426	2	..	..	..	2	2	..	176.96	..
Willington,	9	9	9	385	..	..	..	..	..	3	..	134.44	..
13 Towns.	117	113	152	5,581	5	3	..	..	3	25	..	160.00	..

TOLLAND COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of new.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Tolland,	10	1	..	.....	\$3,800 00	..	....	..	.....	..
Andover,.....	1	..	..	.....	300 00	..	....	..	.....	1
Bolton,.....	4	..	..	.....	5,800 00	..	....	..	.....	1
Columbia,	8	..	..	.....	4,125 00	..	....	..	.....	1
Coventry,.....	10	..	..	.....	10,200 00	3	200	1	\$5.00	2
Ellington,.....	9	1	..	.....	14,300 00	3	135	1	5.00	1
Hebron,	9	3	..	.....	4,275 00	2	45	..	.....	1
Mansfield,.....	13	..	..	.....	8,350 00	..	....	..	.....	..
Somers, ...	10	2	..	.....	5,100 00	..	....	2	15.00	..
Stafford, ..	16	..	..	.....	33,200 00	2	679	1	15.00	1
Union,	5	..	..	.....	2,500 00	5	198	..	.....	..
Vernon,	11	..	1	\$50,000 00	83,600 00	2	1,189	2	65.00	..
Willington,	9	..	..	.....	3,300 00	..	....	..	.....	1
13 Towns.	115	7	1	\$50,000 00	\$178,850 00	17	2,446	7	\$105.00	9

SUMMARY BY COUNTIES.

COUNTIES.	Districts.	Number of Schools.		Departments.	Number of Sittings.	GRADED SCHOOLS.						Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
						2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments					
Hartford,.....	231	274	603		26,149	33	14	6	5	20	27	9	182.52	4	
New Haven,	165	248	758		35,689	20	8	18	5	43	15	9	192.58	22	
New London,.....	210	214	371		16,059	15	7	10	4	10	40	1	171.28	..	
Fairfield,.....	202	247	541		24,947	28	7	6	2	25	31	4	193.13	3	
Windham,.....	142	135	205		8,163	10	9	..	1	5	20	2	171.28	10	
Litchfield,	227	251	329		11,901	15	6	3	..	6	68	2	171.61	..	
Middlesex,.....	100	112	172		6,919	14	2	2	5	4	17	2	179.30	..	
Tolland,.....	117	113	152		5,581	5	3	..	..	3	25	..	160.00	..
The State.	1394	1594	3131		135,408	140	56	45	22	116	243	29	182.30	39	

SUMMARY BY COUNTIES.

COUNTIES.	SCHOOL HOUSES				LIBRARIES.				
	Number.	Number Poor.	Built during year.	Cost of new.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.
Hartford,	271	14	2	\$3,145 00	\$2,287,300 00	102	17,711	73	\$920 00
New Haven,	258	24	1	500 00	2,223,132 62	76	29,458	41	1,630 00
New London,.....	221	25	..	.....	681,075 00	49	7,563	28	495 00
Fairfield,.....	246	19	1	810 00	1,130,499 50	56	6,097	48	930 00
Windham,.....	144	13	..	.....	264,765 00	30	3,514	52	375 00
Litchfield,.....	268	27	1	6,000 00	289,489 00	40	3,494	40	370 00
Middlesex,	110	11	..	.....	181,890 00	28	5,358	6	135 00
Tolland,.....	115	7	1	50,000 00	178,850 00	17	2,446	7	105 00
The State.	1633	140	6	\$60,455 00	\$7,237,001 12	398	75,641	295	\$4,960 00

TABLE SHOWING ENUMERATION OF PERSONS
BETWEEN 4 AND 16 YEARS OF AGE, BY
DISTRICTS, IN OCT., 1891.

HARTFORD COUNTY.

[illegible]

HARTFORD COUNTY—continued.

HARTLAND.			ROCKY HILL.		SUFFIELD.	
<i>West Parish.</i>			<i>Districts.</i>	<i>Enum. 1891.</i>	<i>1st Society.</i>	
<i>Districts.</i>	<i>Enum.</i>	<i>1891.</i>			<i>Districts.</i>	<i>Enum. 1891.</i>
Center,	8		North,	28	North West,	55
Mill,	19		Center,	78	South,	54
South Hollow,	13		South,	50	East,	51
South East,	8		West,	45	South East,	68
			Total, 4 Districts, ..	201	North,	32
<i>East Parish.</i>					North East,	52
Center,	24		SIMSBURY.		Center,	137
North East,	13		Center,	44	<i>2d Society.</i>	
South West,	8		Hop Meadow,	50	Center,	56
North Hollow,	9		East Weatogue,	24	South,	46
Total, 8 Districts, ..	102		West Weatogue,	27	West,	33
MANCHESTER.			Meadow Plain,	14	North,	34
1,	50		Bushy Hill,	22	Total, 11 Districts, ..	628
2,	73		West Simsbury,	47	WEST HARTFORD.	
3,	91		New District,	33	Union,	447
4,	112		Union,	14	Total, 1 District, ..	447
5,	61		Westover's Plain,	21	WETHERSFIELD.	
6,	51		Terry's Plain,	19	First,	70
7,	101		Tariffville,	72	Second,	77
8,	149		Total, 12 Districts, ..	387	Third,	43
9,	905		SOUTHINGTON.		Fourth,	66
Total, 9 Districts, ..	1,893		1,	538	Fifth,	43
MARLBOROUGH.			2,	32	Sixth,	48
Center,	28		3,	41	Total, 6 Districts, ..	347
North,	11		4,	268	WINDSOR.	
North West,	50		5,	45	1,	50
South,	10		6,	24	2,	31
Total, 4 Districts, ..	99		7,	26	3,	146
NEW BRITAIN.			8,	34	4,	55
Consolidated,	4,194		9,	26	5,	32
Total, 1 District, ..	4,194		10,	56	6,	47
NEWINGTON.			11,	104	7,	23
North,	75		Total, 11 Districts, ..	1,194	8,	35
Middle,	62		SOUTH WINDSOR.		9,	121
South,	36		First,	42	10,	48
South East,	21		Second,	30	Joint District,	6
Total, 4 Districts, ..	194		Third,	51	Total, 10 Districts, ..	594
PLAINVILLE.			Fourth,	56	WINDSOR LOCKS.	
Consolidated,	383		Fifth,	42	Union,	634
Total, 1 District, ..	383		Sixth,	15	Total, 1 District, ..	634
			Seventh,	43		
			Eighth,	43		
			Ninth,	16		
			Tenth,	22		
			Total, 10 Districts, ..	360		

NEW HAVEN COUNTY.

NEW HAVEN.		BETHANY.		CHESHIRE.	
City District,	18,677	1, Center,	34	1,	77
Westville,	382	2, Gate,	23	2,	23
South,	80	3, Smith,	12	3,	27
Total, 3 Districts, ..	19,139	4, Downs,	13	4,	17
ANSONIA.		5, Beecher,	18	5,	13
Consolidated,	2,306	Total, 5 Districts, ..	100	6,	26
Total, 1 District, ..	2,306	BRANFORD.		7,	32
BEACON FALLS.		Union,	876	8,	25
1, Center,	44	Total, 1 District, ..	876	9,	23
2, Nyumphs,	25			10,	19
3,	22			11,	22
Total, 3 Districts, ..	91			12,	46
				Total, 12 Districts, ..	350

NEW HAVEN COUNTY — continued.

DERBY.			MIDDLEBURY.			PROSPECT.		
Districts.	Enum.	1891.	Districts.	Enum.	1891.	Districts.	Enum.	1891.
1,	91		1,	27		Union,	82	
2,	340		2,	30		Total, 1 District, ..	82	
3,	101		3,	15				
6,	997		4,	44				
Total, 4 Districts, ..	1,529		5,	9				
			6,	5				
			Total, 6 Districts, ..	130				
EAST HAVEN.			MILFORD.			SEYMOUR.		
Union,	95		Union,	697		Consolidated,	809	
Foxon,	37		Total, 1 District, ..	697		Total, 1 District, ..	809	
Total, 2 Districts, ..	132							
GUILFORD.			NAUGATUCK.			SOUTHBURY.		
1, Union,	304		1, Union Center,	901		1, White Oak,	21	
2, Clapboard Hill, ..	15		2, Union City,	327		2, Bullet Hill,	31	
3, Nut Plains,	25		3, Millville,	54		3, Southford,	27	
5, Moose Hill,	9		4, Middle,	36		4, Kettletown,	5	
6, Leete's Island, ..	42		5, Straitsville,	8		5, South Britain,	38	
7, Sachem's Head, ..	4		6, Pond Hill,	35		6, Pierce Hollow,	18	
8, N. G., South,	25		Total, 6 Districts, ..	1,361		7, Purchase,	42	
9, N. G., Center,	20					8, Wapping,	19	
10, N. G., North,	15		NORTH BRANFORD.			9, Pootatuck,	11	
11, N. G., Bluff,	3		First,	18		Total, 9 Districts, ..	212	
Joint Districts,	16		Second,	61				
Total, 10 Districts, ..	478		Third,	20		WALLINGFORD.		
			Fourth,	12		1, Cook Hill,	25	
HAMDEN.			Fifth,	7		2, Parker's Farms, ..	36	
1,	31		Sixth,	27		3, Yalesville,	170	
2,	15		Seventh,	21		4, North Farms,	22	
3,	50		Total, 7 Districts, ..	166		5, 6, Central,	1,213	
4,	111		NORTH HAVEN.			7, Pond Hill,	29	
5,	75		1,	25		8, East Farms,	23	
6,	50		2,	41		9, N. E. Farms,	22	
7,	21		3,	75		10, Tyler's Mills,	15	
8,	126		4,	98		Total, 9 Districts, ..	1,555	
9,	95		5,	7				
10,	24		6,	25		WATERBURY.		
11,	58		7,	42		Center,	8,221	
12,	29		8,	52		Hopeville,	251	
13,	185		Total, 8 Districts, ..	365		Waterville,	155	
Total, 13 Districts, ..	870					East Farms,	28	
MADISON.			ORANGE.			Saw Mill Plains,	56	
1, South Center,	20		Union,	646		Buck's Hill,	50	
2, Hammonasset,	25		Northern,	167		Bunker Hill,	80	
3, Woods,	22		Western,	43		Oronoke,	73	
4, Neck,	20		First,	18		Town Plot,	80	
5, Union,	11		Second,	44		East Mountain,	19	
7, North West,	20		Third,	15		South Brooklyn,	42	
8, Boston Street,	45		Fourth,	12		Total, 11 Districts, ..	9,056	
9, East River,	24		Tyler City,	54				
10, North Center,	13		Total, 8 Districts, ..	999		WOLCOTT.		
11, Rockland,	27					Union,	124	
12, Summer Hill,	16		OXFORD.			Total, 1 District, ..	124	
13, West Side,	9		1, Center,	25				
Total, 12 Districts, ..	252		2, Quakers' Farms, ..	19		WOODBIDGE.		
MERIDEN.			3, Chestnut Tree Hill, ..	31		North West,	28	
Corner,	2,023		4, Christian Street, ..	24		North,	21	
Center,	888		5, Five Mile Hill,	5		North East,	8	
West,	1,147		6, Riggs Street,	24		Middle,	35	
Railroad,	496		7, Bowers' Hill,	14		South West,	26	
Old Road,	471		8, Hull's Hill,	23		South,	47	
Prattsville,	638		9, Red City,	10		Total, 6 Districts, ..	165	
Hanover,	201		10, Shrub Oak,	33				
Farms,	72		11, Red Oak,	13				
East,	85		12,	13				
North East,	61		13, Rock House Hill, ..	22				
South East,	37		Total, 13 Districts, ..	256				
North West,	49							
Total, 12 Districts, ..	6,168							

NEW LONDON COUNTY.

NEW LONDON.

Districts.	Enum. 1891.
Union,.....	2,657
Total, 1 District, ..	2,657

NORWICH.

Norwich Town,.....	257
Central,.....	1,531
West Chelsea,.....	970
Greeneville,.....	986
Wequonnock,.....	993
Falls, or Third,.....	247
West Town Street,...	123
Mill, or Yantic,.....	48
East Great Plain,....	62
Scotland Road,.....	16
Plain Hill,.....	18
Wawecus Hill,.....	18
Total, 12 Districts, ..	5,269

BOZRAH.

First,.....	20
Second,.....	21
Third,.....	38
Fourth,.....	17
Fifth,.....	24
Sixth,.....	53
Seventh,.....	16
Total, 7 Districts, ..	189

COLCHESTER.

First,.....	315
Second,.....	21
Third,.....	28
Fourth,.....	17
Fifth,.....	63
Sixth,.....	15
Seventh,.....	22
Center, Westchester, ..	19
North East, ".....	34
North West, ".....	15
South East, ".....	16
South West, ".....	30
Total, 12 Districts, ..	595

EAST LYME.

1, Hill,.....	31
2, Flanders,.....	51
3, Boston,.....	16
4, Niantic,.....	146
5, Black Point,.....	51
6, Mack's Mill,.....	13
7, Toad Rock,.....	27
8, River Head,.....	37
9, Walnut Hill,.....	17
Total, 9 Districts, ..	389

FRANKLIN.

2,.....	23
3,.....	12
4,.....	13
5,.....	12
6,.....	14
7,.....	15
8,.....	21
Total, 7 Districts, ..	110

GRISWOLD.

Districts.	Enum. 1891.
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1,.....	10
2,.....	14
3,.....	15
4,.....	10
5,.....	14
6,.....	1
7,.....	29
8,.....	105
9,.....	9
10,.....	4
11,.....	9
12,.....	451
13,.....	7
14,.....	25
Total, 14 Districts, ..	703

GROTON.

1,.....	271
2,.....	54
3,.....	42
4,.....	32
5,.....	256
6,.....	46
7,.....	70
8,.....	27
9,.....	19
10,.....	117
11,.....	180
Total, 11 Districts, ..	1,114

LEBANON.

1,.....	43
2,.....	15
3,.....	22
4,.....	13
5,.....	24
6,.....	43
7,.....	18
8,.....	9
9,.....	23
10,.....	39
11,.....	5
12,.....	21
13,.....	29
14,.....	11
15,.....	15
16,.....	21
Total, 16 Districts, ..	351

LEDYARD.

1,.....	19
2,.....	26
3,.....	13
4,.....	19
5,.....	14
6,.....	14
7,.....	14
8,.....	25
9,.....	4
10,.....	3
11,.....	26
12,.....	28
13,.....	38
14,.....	19
Total, 14 Districts, ..	262

LISBON.

Districts.	Enum. 1891.
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1, Newent,.....	25
2,.....	10
3,.....	23
4,.....	9
5,.....	15
6,.....	9
Total, 6 Districts, ..	91

LYME.

1, Bill Hill,.....	23
2, Pleasant Valley,...	17
3, Joshuatown,.....	31
4, North Grassy Hill, ..	10
5, South Grassy Hill, ..	14
6, Sterling City,.....	43
7, Hadlyme,.....	44
Total, 7 Districts, ..	182

MONTVILLE.

1,.....	22
2,.....	14
3,.....	16
4,.....	108
5,.....	14
6,.....	19
7,.....	8
9,.....	21
10,.....	137
11,.....	14
12,.....	47
13,.....	26
Total, 12 Districts, ..	536

NORTH STONINGTON.

1,.....	20
2,.....	48
3,.....	40
4,.....	33
5,.....	11
6,.....	22
7,.....	19
8,.....	11
9,.....	5
10,.....	18
11,.....	22
12,.....	14
13,.....	25
14,.....	34
15,.....	15
Total, 15 Districts, ..	337

OLD LYME.

First,.....	69
Second,.....	18
Third,.....	21
Fourth,.....	37
Fifth,.....	34
Sixth,.....	20
Seventh,.....	21
Eighth,.....	10
Total, 8 Districts, ..	230

NEW LONDON COUNTY—continued.

PRESTON.		SPRAGUE.		VOLUNTOWN.	
Districts.	Enum. 1891.	Districts.	Enum. 1891.	Districts.	Enum. 1891.
1, Long Society,....	139	1, Baltic,.....	100	3,	10
2, Bridge,.....	232	2, Potopogue,.....	15	4,	15 ⁸
3, Palmer,.....	17	3, Hanover,.....	69	5,	21
4, Poquetannock,....	76	4, Branch,.....	14	6,	17
5, Haskell,.....	32	5, Versailles,.....	112	7,	12
6, Brewster's Neck,...	35	Total, 5 Districts,.	310	8,	13
7, Preston City,....	19			9,	7
8, Broad Brook,....	7			10,	17
9, Brown,.....	16			Total, 8 Districts,.	255
10, Kimball,.....	19				
11, Crary,.....	8				
12, Plains,.....	32				
Total, 12 Districts,.	632				
SALEM.		STONINGTON.		WATERFORD.	
1,	9	1, Road,.....	21	1, Lake's Pond,.....	24
Central, 2 and 3,...	35	2, Quiambog,.....	20	2, Upper Quaker Hill,	37
4,	13	3, Mystic Bridge,...	135	3, Lower Quaker Hill,	71
5,	15	4, Mason's Island,...	14	4, Durfee Hill,.....	94
6,	9	5, Mystic,.....	86	5, Jordan,.....	141
7,	11	6, Wheeler,.....	16	6, Cohanzie,.....	116
8,	7	7, Wolf Neck,.....	11	7, East Lake's Pond,	17
Total, 7 Districts,.	99	8, Borough,.....	367	8, Morgan,.....	20
		10, Wequetequock,...	34	9, Spithead,.....	21
		11, Pawcatuck,.....	17	10, West Neck,.....	48
		13, Randall,.....	17	11, East Neck,.....	34
		14,	9	Total, 11 Districts,.	623
		15, Williams,.....	4		
		16, Liberty Street,...	244		
		18, Palmer Street,...	372		
		19, Harbor,.....	24		
		Total, 16 Districts,.	1,391		
FAIRFIELD COUNTY.					
BRIDGEPORT.		EASTON.		14, Peck's Land,....	
Union,.....	12,906	1, Center,.....	18	15, Riversville,.....	45
Total, 1 District,.	12,906	3, Narrows,.....	28	16, Glenville,.....	157
DANBURY.		4, Union,.....	13	17, King Street,....	42
Center,.....	2,945	5,	17	18, Byram,.....	236
South Center,.....	677	6, Judd,.....	11	19, E. Port Chester,...	273
Mill Plain,.....	45	7, Rock House,....	11	20, Pemberwick,.....	38
Beaver Brook,.....	108	9,	9	Total, 20 Districts,.	2,045
Great Plain,.....	47	10,	21		
King Street,.....	39	Total, 8 Districts,.	128		
Miry Brook,.....	57				
Middle River,.....	49				
Pembroke,.....	17				
Westville,.....	20				
Long Ridge,.....	27				
Starr's Plain,.....	9				
N. Ridgebury (fract'l),	7				
Deer Hill,.....	152				
Total, 13 Districts,.	4,199				
BETHEL.		FAIRFIELD.		HUNTINGTON.	
Union,.....	723	Southport,.....	205	Center,.....	28
Total, 1 District,.	723	Middle,.....	193	Trapfall,.....	25
BROOKFIELD.		Mill Plain,.....	102	Isinglass,.....	14
1,	43	Greenfield Hill,...	34	Booth's Hill,.....	19
2,	23	Jenning's Wood,...	34	Walnut-tree Hill,...	28
3,	33	North,.....	37	Upper White Hills,...	26
4,	29	Holland Hill,.....	46	Lower White Hills,...	16
5,	20	Bulkely's,.....	29	French,.....	28
6,	25	Stratfield,.....	39	Coram,.....	22
7,	26	Hoyden's Hill,...	14	Long Hill,.....	22
8,	13	Banks, North,....	12	Mill,.....	7
Total, 8 Districts,.	212	" South,.....	16	Ferry,.....	748
DARIEN.		Burr's,.....	29	Total, 12 Districts,.	983
1, Noroton,.....	128	Deerfield,.....	22		
2, Center,.....	152	Total, 14 District,.	812		
3, Ox Ridge,.....	45				
4, Holmes,.....	39				
Total, 4 Districts,.	364				
		GREENWICH.		MONROE.	
		1, Meeting House,...	608	Center,.....	23
		2, Cos Cob,.....	86	Cutler's Farms,...	34
		3, Sound Beach,....	123	Stepney,.....	44
		4, Mianus,.....	82	Birdsey's Plains,...	22
		5, North Mianus,...	66	Eastern,.....	15
		6, North Cos Cob,...	26	Elm Street,...	19
		7, S. Stanwich,....	51	Walker's Farms,...	20
		8, N. Stanwich,....	18	Total, 7 Districts,.	177
		9, Banksville,....	5		
		10, Round Hill,....	55		
		11, Quaker Ridge,...	35		
		12, North Street,...	37		
		13, Clapboard Ridge,.	41		
				NEW CANAAN.	
				1,	241
				2,	37
				3,	33
				4,	45
				5,	20
				6,	42

FAIRFIELD COUNTY—continued.

Districts.	Enum. 1891.
7,	26
8,	27
9,	28
10,	7
11,	18
Total, 11 Districts.,	524

NEW FAIRFIELD.

East Center,	28
West Center,	33
Pondville,	12
Great Hollow,	4
Centerville,	36
Great Meadow,	32
Wood Creek,	8
Total, 7 Districts.,	153

NEWTOWN.

Flat Swamp,	17
Gray's Plain,	20
Gregory's Orchard, ..	23
Half Way River, ..	21
Hanover,	25
Head of the Meadow, ..	9
Hopewell,	9
Huntingtown,	30
Lake George,	9
Land's End,	55
Middle,	69
Middle Gate,	19
North Center,	51
Palestine,	32
Pohtatuck,	85
Sandy Hook,	140
South Center,	18
Taunton,	35
Toddy Hill,	36
Walnut-tree Hill,	40
Zoar,	45
Total, 21 Districts.,	788

NORWALK.

1, South Norwalk, ...	1,142
2, Over River,	656
3, Center,	502
4, East Norwalk, ...	525
5, Winnipauk,	190
6, Broad River,	122
7, South 5-Mile River,	145
8, North Center,	125
9, West Norwalk, ...	67
10, Cranberry Plains, ..	64
11, Middle 5-Mile River,	70
Total, 11 Districts.,	3,608

REDDING.

Districts.	Enum. 1891.
1, Center,	30
2, Redding Ridge, ...	24
3, Couch Hill,	21
4, Diamond Hill,	27
5, Boston,	36
6, Hull,	2
7, Umpawaug,	41
8, Lonetown,	22
9, Pickett's Ridge, ...	2
10, Foundry,	14
Total, 10 Districts.,	219

RIDGEFIELD.

1, Scotland,	27
3, Limestone,	16
4, Titicus,	55
5, West Mountain, ..	29
6, Center,	103
7, West Lane,	35
8, Whipstick,	33
9, Flat Rock,	26
10, Branchville,	28
11, Florida,	21
12, Farmingville, ...	23
13, N. Ridgebury, ...	18
14, S. Ridgebury, ...	19
Total, 13 Districts.,	433

SHERMAN.

1,	24
2,	17
3,	48
4,	15
5,	16
6,	10
Total, 6 Districts.,	130

STAMFORD.

Consolidated,	3,572
Total, 1 District, ..	3,572

STRATFORD.

First,	454
Putney,	36
Oronoque,	27
Total, 3 Districts.,	517

TRUMBULL.

Districts.	Enum. 1891.
Tashua,	25
Long Hill,	74
Chestnut Hill,	36
White Plains,	56
Daniels' Farm,	13
Nichols' Farm,	64
Total, 6 Districts.,	268

WESTON.

Middle,	30
Forge,	25
Upper Parish,	18
Good Hill,	25
Lyons Plains,	27
Total, 5 Districts.,	125

WESTPORT.

East Saugatuck,	126
West Saugatuck,	119
Compo,	123
Green's Farms,	78
South Saugatuck,	108
Cross Highway,	109
East Long Lots,	39
West Long Lots,	60
Poplar Plain,	37
North,	19
Total, 10 Districts.,	818

WILTON.

1,	29
2,	31
3,	31
4,	32
5,	21
6,	49
7,	40
8,	10
9,	14
10,	103
Total, 10 Districts.,	260

WINDHAM COUNTY.

ASHFORD.

1,	21
2,	8
3,	9
4,	11
5,	15
6,	9
7,	12
8,	21
9,	14
10,	8
Total, 10 Districts.,	128

BROOKLYN.

1,	96
2,	29
3,	23
4,	10
5,	66
6,	11
7,	14
8,	11
9,	390
Total, 9 Districts.,	650

CANTERBURY.

1, Packerville,	13
2, Baldwin,	12
3, Willoughby,	17
4, Green,	21
5, Hyde,	2
6, North Society, ...	17
7, Frost,	36
8, Peck,	12
9, Smith,	13
10, Westminster, ...	31
11, Raymond,	20
Total, 11 Districts.,	194

WINDHAM COUNTY—continued.

CHAPLIN.	
Districts.	Enum. 1891.
1, Center,.....	47
2, Bedlam,.....	15
3, Natchaug,.....	5
4, South East,.....	26
Total, 4 Districts,.....	93

EASTFORD.	
1, Eastford,.....	28
2, East Hill,.....	14
3, Phoenixville,.....	15
4, South,.....	4
5, Sibley,.....	7
6, North Ashford,.....	14
7, Shippee,.....	12
8, Axe Factory,.....	18
Total, 8 Districts,.....	112

HAMPTON.	
1,.....	27
2,.....	14
3,.....	11
4,.....	20
5,.....	25
6,.....	12
7,.....	24
Joint Districts,.....	6
Total, 7 Districts,.....	139

KILLINGLY.	
1, Danielsonville,.....	515
4, Center,.....	104
5, Mashentuck,.....	28
6, Dayville,.....	142
7, Williamsville,.....	172
8, Attawaugan,.....	138
9, Ballouville,.....	172
11, Tucker,.....	7
12, Chestnut Hill,.....	101
13, Valley,.....	80
14, Sparks,.....	21
15, Ledge,.....	13
16, S. Killingly,.....	23
17, Horse Hill,.....	8
18, Warren,.....	18
Total, 15 Districts,.....	1,542

PLAINFIELD.	
Middle,.....	57
Stone Hill,.....	13
Flat Rock,.....	23
South,.....	10

LITCHFIELD.	
Consolidated,.....	604
Total, 1 District,.....	604

BARKHAMSTED.	
1, Center,.....	22
2, Center Hill,.....	11
3, Washington Hill,.....	15
4, North East,.....	12
5, South East,.....	18
6, South Hollow,.....	6
7, North Hollow,.....	14
8, Green,.....	20
9, Riverton,.....	45
10, Valley,.....	16
11, Mallory,.....	35
Total, 11 Districts,.....	223

Districts.	Enum. 1891.
White Hall,.....	5
Black Hill,.....	19
Moosup,.....	325
Pond Hill,.....	10
Green Hollow,.....	7
Wauregan,.....	419
Union,.....	106
Total, 11 Districts,.....	994

POMFRET.	
1,.....	43
2,.....	27
3,.....	15
4,.....	14
5,.....	47
6,.....	70
7,.....	52
8,.....	21
Total, 8 Districts,.....	289

PUTNAM.	
1, East Putnam,.....	19
2, Sawyer,.....	63
3, Putnam Heights,.....	18
4, Gary,.....	39
5, Center,.....	624
6, Rhodesville,.....	816
Total, 6 Districts,.....	1,579

SCOTLAND.	
1,.....	24
2,.....	16
3,.....	14
4,.....	23
5,.....	15
Total, 5 Districts,.....	92

STERLING.	
1, Ekonk,.....	38
2, Bailey,.....	11
3, Sterling Hill,.....	23
4, Oneco,.....	80
5, Stone Factory,.....	66
7, Titus,.....	14
8, Checkerberry,.....	19
9, Granite,.....	16
Total, 8 Districts,.....	267

LITCHFIELD COUNTY.

BETHLEHEM.	
1,.....	21
2,.....	13
3,.....	10
4,.....	7
5,.....	10
6,.....	16
7,.....	6
Joint Districts,.....	6
Total, 7 Districts,.....	89

BRIDGEWATER.	
1,.....	54
2,.....	17
3,.....	12
4,.....	16
5,.....	6
Total, 5 Districts,.....	105

THOMPSON.	
Districts.	Enum. 1891.
3,.....	49
4,.....	41
5,.....	27
6,.....	48
7,.....	280
8,.....	89
9,.....	22
10,.....	51
11,.....	51
12,.....	14
13,.....	25
15,.....	100
16,.....	653
Total, 13 Districts,.....	1,450

WINDHAM.	
1, First,.....	724
2, Natchaug,.....	1,068
3, West,.....	16
4, Jerusalem,.....	15
5, N. Windham,.....	63
6, Windham Center,.....	40
7, Warner,.....	18
8, S. Windham,.....	71
9, Christian Street,.....	18
10, Back Road,.....	24
11, Brick Top,.....	40
Total, 11 Districts,.....	2,097

WOODSTOCK.	
1,.....	30
2,.....	61
3,.....	29
4,.....	42
5,.....	49
6,.....	24
7,.....	27
8,.....	16
9,.....	49
10,.....	6
11,.....	22
12,.....	34
13,.....	18
14,.....	20
15,.....	24
16,.....	20
Total, 16 Districts,.....	471

CANAAH.	
1,.....	37
2,.....	19
3,.....	7
4,.....	24
5,.....	30
6,.....	11
7,.....	18
8,.....	16
9,.....	13
Total, 9 Districts,.....	175

LITCHFIELD COUNTY—continued.

COLEBROOK.		Districts. Enum. 1891.		Districts. Enum. 1891.	
Districts.	Enum. 1891.	NEW HARTFORD.		Districts.	Enum. 1891.
River,.....	90	North End,.....	146	5, Warner's Mill,....	18
Forge,.....	29	Greenwoods,.....	321	7, North,.....	41
Sandy Brook,....	..	Pine Meadow,.....	142	8, Weller,.....	78
Beach Hill,.....	17	West Hill,.....	16	Total, 7 Districts,.	211
North,.....	8	Town Hill,.....	24		
Rock,.....	23	Bakerville,.....	33		
Center,.....	28	Merrill,.....	16	SALISBURY.	
South,.....	30	South East Middle,...	25	1,.....	18
South West,.....	10	South East,.....	24	2,.....	222
West,.....	18	Fractional,.....	34	3,.....	15
Total, 10 Districts,.	253	Total, 9 Districts,.	781	4,.....	74
CORNWALL.				5,.....	22
1,.....	23	NEW MILFORD.		6,.....	4
2,.....	20	1, Center,.....	260	7,.....	165
3,.....	12	2, Park Lane,.....	32	8,.....	118
4,.....	15	3, Hill and Plain,...	28	9,.....	25
5,.....	8	4, Second Hill,.....	18	10,.....	41
6,.....	13	5, Upper Merryall,...	21	11,.....	90
7,.....	15	6, Pickett,.....	35	12,.....	14
8,.....	40	7, Chestnut Land,...	22	13,.....	12
10,.....	24	8, Aspetuck,.....	26	Total, 13 Districts,.	820
12,.....	12	9, Maryland,.....	24		
13,.....	13	10, Lower Merryall,...	27	SHARON.	
14,.....	8	11, Waller,.....	32	1, Hartwell,.....	19
15,.....	55	12, Hunt,.....	11	2, Consolidated,....	106
16,.....	18	13, Long Mountain,...	11	3, Calkins,.....	36
17,.....	15	14, Gaylord,.....	25	4, Amenia Union,....	40
Total, 15 Districts,.	291	15, Northville,.....	48	5, Gay Street,.....	18
GOSHEN.		16, Jerusalem,.....	8	6, Sharon Mountain,...	19
1, Center,.....	23	19, Chicken Hill,....	84	7, White's Hollow,...	20
2, East Street,....	11	20, Lanesville,.....	16	8, Pine Swamp,.....	12
4,.....	9	Total, 18 Districts,.	728	9, Sharon Valley,....	75
6, West Side,.....	17			10, Handlin,.....	14
7,.....	48	NORFOLK.		11, Mudgetown,....	8
8,.....	20	Center,.....	134	12, Ellsworth, South St.,	14
9,.....	10	West Norfolk,.....	82	13, Ellsworth, North St.,	11
10, Hall Meadow,...	5	East Middle,.....	25	14, Ellsworth, East, ..	10
12,.....	10	North Middle,.....	20	15, Perry,.....	5
Union,.....	7	South Middle,.....	13	16, Hall,.....	9
Joint Districts,...	8	North Norfolk,.....	6	17, West Woods,....	10
Total, 10 Districts,.	168	North End,.....	5	Total, 17 Districts,.	426
HARWINTON.		South End,.....	9		
Union,.....	221	South Norfolk,.....	17	THOMASTON.	
Total, 1 District,...	221	Pond District,.....	3	Union,.....	807
		Crissey,.....	9	Total, 1 District,.	807
		West Middle,.....	4		
KENT.		Total, 12 Districts,.	327		
1, Flanders,.....	48	NORTH CANAAN.			
2, Plains,.....	55	1,.....	75	TORRINGTON.	
3, North Kent,....	32	2,.....	152	Union,.....	1,490
4, Macedonia,....	21	3,.....	26	Total, 1 District,.	1,490
5, Bull's Bridge,....	27	4,.....	33		
6, South Kent,....	19	5,.....	30		
7 and 8, Geer Mountain and Rock,...	18	Total, 5 Districts,.	316	WARREN.	
9, East Kent,.....	18			Center,.....	25
10 and 14, Skiff Mountain and Fuller Mountain,...	13	PLYMOUTH.		College Farms,.....	20
12, Kent Hollow,....	22	1, Center,.....	123	North,.....	18
13, Ore Hill,.....	10	2, Terryville,.....	197	North East,.....	18
Total, 11 Districts,.	283	3, East Plymouth,...	27	Pond,.....	17
MORRIS.		4, North,.....	26	West,.....	4
1,.....	30	5, Baldwin,.....	16	South River,.....	4
2,.....	24	6, Greystone,.....	15	Total, 7 Districts,.	106
3,.....	26	7, Town Hill,.....	29		
4,.....	24	8, Allentown,.....	15	WASHINGTON.	
5,.....	12	Total, 8 Districts,.	448	1, Center,.....	30
6,.....	11			2, Calhoun Street,...	81
Total, 6 Districts,.	127	ROXBURY.		3, Davis Hollow,....	9
		1, Center,.....	32	4, Upper End,.....	15
		2, Painter Hill,....	19	5, East Street,.....	22
		3, Burritt,.....	13		
		4, Good Hill,.....	10		

LITCHFIELD COUNTY — continued.

Districts.	Enum. 1891.
6, South Street, . . .	9
7, Church Hill, . . .	14
8, Marbledale, . . .	10
9, New Preston Hill, . .	13
10, New Preston, . . .	69
11, Christian Street, . .	19
12, Woodville, . . .	13
Total, 12 Districts, .	304

WATERTOWN.

Center,	241
Guernseystown, . . .	20
French Mountain, . .	3
Linkfield,	19
Nova Scotia,	15

Districts.	Enum. 1891.
Polk,	34
East Side,	36
Oakville,	68
Poverty Street,	23
Total, 9 Districts, .	459

WINCHESTER.

1,	459
3,	17
4,	719
5,	12
6,	14
7,	32
8,	21
9,	18
Total, 8 Districts, .	1,292

WOODBURY.

Districts.	Enum. 1891.
1, Middle Quarter, . .	29
2, Down Town, . . .	42
3, Up Town,	62
4, Puckshire,	25
5, Minortown,	19
6, Nonnewaug,	14
7, Flanders,	10
8, Weekeepemee, . . .	18
9, Hazel Plains, . . .	10
10, West Side,	37
11, Transylvania, . . .	20
12, Quassapaug,	2
13, Cat Swamp,	21
14, Hotchkissville, . .	72

Total, 14 Districts, 381

MIDDLESEX COUNTY.

MIDDLETOWN.

City,	1,728
Westfield, 1st, . . .	43
Westfield, 2d, . . .	22
Westfield, 3d, . . .	19
Westfield, 4th, . . .	44
Newfield,	28
North Staddle Hill, . .	36
South Staddle Hill, . .	62
Industrial,	116
West Long Hill, . . .	26
East Long Hill, . . .	54
Durant,	170
Farm Hill,	113
Johnson Lane, . . .	12
Hubbard,	52
Bow Lane,	33
Miller's Farms, . . .	282
Haddam Road,	4
Maromas,	33

Total, 19 Districts, 2,877

HADDAM.

1, Haddam Center, . .	94
2, Higganum West, . .	191
3, Ponsett,	22
4, Shailerville, . . .	32
5, Turkey Hill, . . .	10
6, Candlewood Hill, . .	23
7, Tylerville,	12
9, Brainard Hill, . . .	27
12, Burr,	12
14, Haddam Neck, . . .	25

Total, 10 Districts, 448

CHATHAM.

Center, East Hampton, .	117
N. Center, "	49
Clark's Hill, " . . .	28
North, "	9
South East, "	20
East, "	26
N. W., Middle Haddam, .	52
Gate, "	38
Center, "	20
Chestnut Hill, " . . .	31
Pine Brook, "	16

Total, 11 Districts, 406

CHESTER.

North,	82
South,	78
Middle,	50
West,	56
Total, 4 Districts, .	266

CLINTON.

Union,	232
Total, 1 District, .	232

CROMWELL.

North West,	75
West,	102
North,	86
Center,	83
South,	104

Total, 5 Districts, 450

DURHAM.

Coginchau,	71
Center,	21
South,	16
West,	13
South West,	15

Total, 5 Districts, 136

EAST HADDAM.

1, Center,	30
2, Landing,	47
3, Red Lane,	31
4, Up Town,	29
5, Bashan,	44
6, Town Hill,	13
7, Wicket Lane,	43
8, Leesville,	14
9, Moodus,	87
10, Millington Green, . .	33
11, Plains,	29
12, Olmstead,	7
13, Foxtown,	7
14, Tater Hill,	11
15, Millington West, . .	14
16, Ackley,	14
17, Hadlyme,	26
Total, 17 Districts, .	479

ESSEX.

Consolidated,	358
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Total, 1 District, 358

KILLINGWORTH.

South West,	4
Center,	8
Pine Orchard,	9
Union,	27
Black Rock,	14
Stone House,	12
Lane,	21
Chestnut Hill,	6

Total, 8 Districts, 101

MIDDLEFIELD.

1, North,	31
2, South,	74
3, East,	35
4, Falls,	55

Total, 4 Districts, 195

OLD SAYBROOK.

Union,	272
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Total, 1 District, 272

PORTLAND.

1,	140
2,	720
3,	50
4,	36
5,	18
6,	128

Total, 6 Districts, 1,092

SAYBROOK.

Union,	287
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Total, 1 District, 287

WESTBROOK.

First,	41
Second,	10
Third,	14
Fourth,	17
Fifth,	16
Sixth,	26
Seventh,	22

Total, 7 Districts, 146

AMOUNTS PAID BY STATE FOR LIBRARIES AND APPARATUS.

Report of Year.	Amount.
1857,	\$760.00
1858,	2,240.00
1859,	2,100.00
1860,	1,160.00
1861,	730.00
1862,	435.00
1863,	490.00
1864,	530.00
1865,	405.00
1866,	590.00
1867,	515.00
1868,	865.00
1869,	1,730.00
1870,	1,960.00
1871,	2,385.00
1872,	2,345.74
1873,	2,955.00
1874,	3,340.00
1875,	2,450.00
1876,	2,900.00
1877,	2,270.00
1878,	2,975.00
1879,	3,190.00
1880,	3,040.00
1881,	3,005.00
1882,	4,255.00
1883,	3,470.00
1884,	3,090.00
1885,	3,025.00
1886,	3,300.00
1887,	3,525.00
1888,	5,000.00
1889,	3,835.00
1890,	5,890.00
1891,	4,405.00
1892,	4,885.00
1893,	4,960.00
	<hr/>
	\$95,005.74

A LIST

OF THE

BOARDS OF SCHOOL VISITORS, TOWN SCHOOL COMMITTEES, AND BOARDS OF EDUCATION.

The Chairman is indicated in each case by *C.*; the Secretary by *S.*;
and Acting Visitor by *A. V.*

TOWNS.	NAMES.	P. O. Address.	Term Expires.
ANDOVER,*	M. P. Yeomans,	Andover,	1893
	C. H. Baker,	"	1893
	M. S. Topliff,	"	1893
	S. H. Daggett,	"	1893
	James H. Marsh, <i>S.</i> ,	"	1894
	H. G. Phelps,	"	1894
	C. B. Stearns,	"	1894
	C. L. Backus,	"	1894
	Geo. L. Dewey, <i>C.</i> ,	"	1895
	R. E. Phelps, <i>A. V.</i> ,	"	1895
	A. H. Lyman,	"	1895
	E. D. White,	"	1895
	A. S. Terry,	Ansonia,	1893
	H. Sperry,	"	1893
ANSONIA,*	H. A. Peck, <i>S.</i> ,	"	1893
	A. H. Bartholomew, <i>C.</i> ,	"	1894
	C. H. Vandercook,	"	1894
	W. H. Kane,	"	1894
	Geo. Bailey,	"	1895
	Henry Hoar,	"	1895
	J. B. Davidson,	"	1895
	Rev. Chas. E. Woodcock, <i>A. V.</i> ,	"	1895
	Dr. Wm. D. Richardson, <i>C., A. V.</i> ,	West Ashford,	1893
	Albert N. Hammond, <i>S., A. V.</i> ,	Ashford,	1893
ASHFORD,	H. O. Woodward,	West Ashford,	1894
	Harvey W. Mowry,	Westford,	1894
	B. Z. Bicknell,	Warrenville,	1895
	Gilbert E. S. Amidon,	East Willington,	1895
	J. P. Neville,	Avon,	1893
AVON,	Rev. N. J. Seeley,	"	1893
	John W. LeGeyt, <i>S., A. V.</i> ,	"	1894
	Charles J. Sanford,	Unionville,	1894
	S. D. Alford, <i>C.</i> ,	Avon,	1895
	Rev. P. R. Day,	Unionville,	1895
BARKHAMSTED.	Daniel Youngs,	Pleasant Valley,	1893
	George A. Weed, <i>S., A. V.</i> ,	North Canton,	1893
	Frank L. Stephens, <i>A. V.</i> ,	Riverton,	1894
	Carlton S. Roberts,	"	1894
	Monroe Hart,	Barkhamsted,	1895
	Edward J. Youngs, <i>C.</i> ,	Pleasant Valley,	1895

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
BEACON FALLS,*	Homer D. Bronson, C.,	Beacon Falls,	1893
	John H. Benham,	Seymour,	1893
	Carlos F. Kimpton,	Beacon Falls,	1894
	Emerson J. Terrell, S., A. V.,	"	1894
	Herbert C. Baldwin, A. V.,	"	1895
	Cornelius W. Munson,	"	1895
BERLIN,	E. W. Stearns,	East Berlin,	1893
	Thomas H. Shelley,	Kensington,	1893
	A. A. Barnes, C.,	East Berlin,	1894
	W. W. Mildrum,	"	1894
	John Norton,	Berlin,	1895
	Daniel Webster, S., A. V.,	"	1895
BETHANY,	Samuel G. Davidson, C.,	Bethany,	1893
	Rev. Edmund C. Bennett, A. V.,	"	1894
	Samuel R. Woodward, S., A. V.,	"	1895
BETHEL,*	Gideon S. Peck,	Bethel,	1893
	John McCorkle,	"	1893
	Charles Bailey,	"	1893
	J. Langlois, A. V.,	"	1894
	Rev. H. L. Slack, C., A. V.,	"	1894
	Dr. A. E. May, S.,	"	1894
	Wm. Morrell, A. V.,	"	1895
	Merwin A. Banks,	"	1895
BETHLEHEM,	Charles Porter,	"	1895
	William R. Harrison, A. V.,	Bethlehem,	1893
	Nehemiah L. Bloss,	"	1893
	Samuel P. Hayes, S.,	"	1894
	George C. Stone, A. V.,	"	1894
	L. P. Judd, C.,	"	1895
	Marvin S. Todd,	West Morris,	1895
	Mrs. Adella V. Hubbard,	Bloomfield,	1893
BLOOMFIELD,	Alfred C. Case, C.,	"	1894
	C. E. Miller, S., A. V.,	"	1894
	James Simmons,	"	1895
	Alfred N. Filley,	"	1895
	William R. Adams,	Tariffville,	1895
	Charles E. Carpenter, S.,	Bolton Notch,	1893
BOLTON,	Harvey W. Hastings,	Bolton,	1893
	Dr. Charles F. Sumner,	"	1894
	Wm. E. Alvord, C.,	"	1894
	Nathan S. Maine,	Quarryville,	1895
	Ellsworth J. Loomis,	Bolton,	1895
	Miss Addie E. Sperry, A. V.,	"	1895
BOZRAH,	Orrin M. Price, C., A. V.,	Fitchville,	1894
	Charles Barber,	Yantic,	1894
	Dr. S. G. Johnson, S., A. V.,	Fitchville,	1894
BRANFORD,*	John Cunningham,	Branford,	1893
	James Barker,	"	1893
	Michael Wallace,	"	1893
	Henry C. Woodstock, S.,	"	1893
	Dr. C. W. Gaylord, A. V.,	"	1894
	Henry Morton,	"	1894
	Edwin Kelsey,	(Short Beach),	1894
	M. F. O'Brien,	"	1894
	Dr. W. H. Zink, C.,	"	1895
	Thomas P. Carney,	"	1895
BRIDGEPORT,*	Henry W. Averill,	"	1895
	Sidney V. Osborn,	"	1895
	George Watson, A. V.,	Bridgeport,	1893
	Emory F. Strong, A. V.,	"	1893
	Joseph J. Rose, A. V.,	"	1893
	E. F. Hallen, S., A. V.,	"	1893
	David F. Read, A. V.,	"	1894
	David Ginand, A. V.,	"	1894
	Dr. Frederick A. Rice, A. V.,	"	1894
	Patrick Coughlin, A. V.,	"	1894
	Peter W. Wren, C., A. V.,	"	1895
	Frank Kinsley, A. V.,	"	1895
BRIDGEWATER,	Frank Miller, A. V.,	"	1895
	H. C. Cogswell, A. V.,	"	1895
	Eugene Bouton, Supt.,	"	1895
	Burton E. Canfield, S., A. V.,	Bridgewater,	1893
	Marcus B. Mallett,	"	1893

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
BRIDGEWATER,	Reuben J. Keeler, ..	Bridgewater, ..	1894
	Harmon W. Treat, ..	" ..	1894
	Eli Sturdevant, ..	" ..	1895
BRISTOL,	Stephen P. Treat, C., ..	" ..	1895
	Harry S. Bartholomew, ..	Bristol, ..	1893
	Dr. J. J. Wilson, ..	" ..	1893
	Charles W. Brown, ..	Forestville, ..	1894
	Edward E. Newell, ..	Bristol, ..	1894
	Noble E. Pierce, C., ..	" ..	1895
	John J. Jennings, S., A. V., ..	" ..	1895
	J. F. Williams, A. V., ..	" ..	1895
BROOKFIELD,	Benj. Griffen, A. V., ..	Brookfield Center, ..	1893
	Dr. J. F. Smith, S., A. V., ..	" ..	1894
	Geo. C. Jones, ..	" ..	1894
	F. S. Curtis, C., ..	" ..	1895
BROOKLYN,	John S. Thornhill, ..	" ..	1895
	Frank Day, S., A. V., ..	Danielsonville, ..	1893
	W. E. James, ..	" ..	1893
	H. P. Robinson, ..	Brooklyn, ..	1894
	Rev. A. O'Keefe, ..	Wauregan, ..	1894
	Henry H. Green, C., ..	Danielsonville, ..	1895
BURLINGTON,	George Brown, ..	Brooklyn, ..	1895
	John A. Reeve, ..	Burlington, ..	1893
	L. B. Pond, S., A. V., ..	Unionville, ..	1893
	G. H. Holcomb, ..	Collinsville, ..	1894
	Rev. J. J. Quinn, A. V., ..	" ..	1894
	Rev. M. R. Kerr, ..	Burlington, ..	1895
CANAAN, ..	Julius B. Smith, C., ..	Whigville, ..	1895
	Rev. C. W. Hanna, C., A. V., ..	Falls Village, ..	1893
	Nelson J. Dean, A. V., ..	Huntsville, ..	1893
	Rev. L. A. Robbins, A. V., ..	Falls Village, ..	1894
	Levi Ganser, ..	Huntsville, ..	1894
	H. C. Crandall, C., ..	Falls Village, ..	1895
CANTERBURY,	C. E. Ford, ..	" ..	1895
	C. S. Burlingame, ..	Brooklyn, ..	1893
	John H. Peck, ..	Hanover, ..	1893
	A. T. J. Clarke, ..	Brooklyn, ..	1893
	Dwight B. Bushnell, ..	Canterbury, ..	1894
	John O. Smith, ..	South Canterbury, ..	1894
	Albert C. Greene, ..	Westminster, ..	1894
	Frank V. Lyon, ..	Canterbury, ..	1895
	Nelson J. Lyon, ..	" ..	1895
CANTON,	Elias Patrick, ..	" ..	1895
	L. D. Bennett, A. V., ..	Westminster, ..	1893
	David C. Holbrook, ..	Collinsville, ..	1893
	James Case, A. V., ..	" ..	1893
	George J. Case, ..	Canton, ..	1893
	Rev. A. L. Golder, ..	Canton Centre, ..	1893
CHAPLIN,*	W. W. Bidwell, S., A. V., ..	Collinsville, ..	1894
	Burton O. Higley, C., A. V., ..	Canton, ..	1894
	Winslow B. Gallup, ..	Chaplin, ..	1893
	Samuel B. Harvey, ..	" ..	1893
	George B. Howard, ..	Clark's Corner, ..	1894
	Frank C. Lummis, S., A. V., ..	Chaplin, ..	1894
CHATHAM,	Theron L. Neff, C., ..	" ..	1895
	William N. Smith, ..	" ..	1895
	E. G. Cone, ..	East Hampton, ..	1893
	James Welch, ..	" ..	1893
	Fisk Brainard, ..	Cobalt, ..	1893
	A. H. Conklin, C., ..	East Hampton, ..	1894
CHESHIRE, ..	W. W. B. Markham, ..	" ..	1894
	Davis S. Strong, S., A. V., ..	Middle Haddam, ..	1894
	Franklin D. Strong, ..	East Hampton, ..	1895
	John H. Selden, Jr., ..	Middle Haddam, ..	1895
	Albert H. West, ..	Haddam Neck, ..	1895
	Dr. M. M. Chamberlain, ..	Cheshire, ..	1893
CHESTER,	John H. Marshall, ..	" ..	1893
	Rev. S. J. Horton, C., ..	" ..	1894
	Edwin R. Lawton, ..	West Cheshire, ..	1894
	Dr. Edward T. Cornwall, ..	Cheshire, ..	1895
CHESTER,	Frederick Doolittle, S., A. V., ..	" ..	1895
	Rev. P. M. Skelly, C., ..	Chester, ..	1895
	Fred'k W. Silliman, S., ..	" ..	1895
	Andrew E. Warner, A. V., ..	" ..	1895

* Town School Committee,

TOWNS.	NAMES.	P. O. Address.	Term Expires.
CLINTON,*	James A. Spencer,	Clinton,	1893
	Henry J. Hurd,	"	1893
	Chas. E. Carter,	"	1893
	Elias W. Wellman,	"	1894
	Horatio Kelsey, C.,	"	1894
	Samuel S. Wilcox, A. V.,	"	1894
	George E. Elliot, A. V.,	"	1894
	Dr. A. H. Stevens, S., A. V.,	"	1895
	E. E. Post,	"	1895
	Henry Stevens,	"	1895
COLCHESTER,	Sturgis G. Redfield,	"	1895
	Dr. R. R. Carrington, C.,	Colchester,	1893
	D. S. Bigelow, S., A. V.,	Westchester,	1893
	John R. Backus, A. V.,	Colchester,	1894
	J. J. Sullivan,	"	1894
	Rev. John Cooney,	"	1895
	Samuel P. Willard,	"	1895
COLEBROOK,	Dennis Baxter,	Colebrook River,	1893
	Wolcott Deming,	Robertsville,	1893
	Chas. E. Seymour,	West Winsted,	1893
	Newton Griswold,	North Colebrook,	1894
	Homer Deming,	Robertsville,	1894
	Howard Smith, S.,	Colebrook,	1894
	S. A. Cooper, A. V.,	"	1895
	T. S. Skilton,	"	1895
	L. O. Bass, C.,	"	1895
	Norman H. Clark,	Columbia,	1893
COLUMBIA,	Joseph Hutchins,	"	1893
	William A. Collins,	"	1894
	William H. Yeomans, S., A. V.,	"	1894
	Nathan K. Holbrook,	"	1895
	W. C. Robinson, C.,	Hebron,	1895
	Edward C. Starr,	Cornwall,	1893
	Geo. L. Miner, C., A. V.,	"	1893
CORNWALL,	George C. Harrison,	"	1894
	Irve L. Hamant,	"	1894
	L. J. Nickerson,	"	1895
	Philo M. Kellogg, S., A. V.,	"	1895
	Alexander S. Hawkins, A. V.,	Willimantic,	1893
	Andrew Kingsbury, S., A. V.,	Coventry,	1893
	Frank E. Hull, C., A. V.,	South Coventry,	1894
COVENTRY,	H. Perkins Topliff, A. V.,	"	1894
	John Brown, A. V.,	Marrow,	1895
	Charles R. Hall, A. V.,	Coventry,	1895
	Timothy Simpson,	Cromwell,	1893
	Rev. H. G. Marshall, C., A. V.,	"	1893
	R. B. Hale,	"	1894
	Wm. E. Hulbert,	"	1894
CROMWELL,	Chas. T. Pratt,	"	1895
	F. W. Bliss, S.,	"	1895
	Rev. A. C. Hubbard, S., A. V.,	Danbury,	1893
	William D. Lane, C., A. V.,	"	1893
	Dr. George C. Lemmer, A. V.,	"	1894
	Benedict Starr, A. V.,	"	1894
	Howard B. Scott, A. V.,	"	1895
DANBURY,	Dr. George A. Gilbert, A. V.,	"	1895
	Rev. Louis French, A. V.,	Noroton,	1893
	Albert H. Scofield,	Darien,	1893
	Frank S. Fitch,	Noroton,	1893
	Rev. Sam'l J. Austin, C., A. V.,	Darien,	1894
	Wm. E. Street,	"	1895
	A. C. Hawes,	Noroton Heights,	1895
DARIEN,	Rev. Geo. H. Buck,	Birmingham,	1893
	Martin Fennelly,	"	1893
	Dr. George L. Beardsley, A. V.,	"	1893
	Albert J. Kennedy,	"	1894
	John C. Reilley,	"	1894
	Charles E. Clark,	"	1894
	Robert L. Gilbert, S.,	Derby,	1895
DERBY,	Charles W. Park,	Birmingham,	1895
	Dr. Robert J. Barry, C.,	"	1895

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
DURHAM,	S. A. Seward,	Durham Centre, ..	1893
	G. W. Newton, S.,	" "	1893
	H. I. Nettleton,	" "	1894
	H. H. Newton,	Durham,	1894
	William T. Coe,	Durham Centre, ..	1895
	Alvin T. Roberts, C.,	Durham,	1895
EASTFORD,	Rev. Wm. B. Clarke, A. V., ..	" "	1893
	S. A. Wheaton,	Phoenixville, ..	1893
	Rev. C. M. Jones, S., A. V., ..	Eastford,	1893
	A. L. Johnson,	" "	1894
	A. Olin Griggs,	Westford,	1894
EAST GRANBY,	S. O. Bowen,	Eastford,	1894
	M. F. Latham, C.,	Phoenixville, ..	1895
	B. E. Smith, S., A. V., ..	East Granby, ..	1893
	I. Clifford Thompson,	" "	1893
	Jason R. Viets,	" "	1894
	Moses E. Seymour,	Tariffville,	1894
EAST HADDAM,	Albert C. Bates, C.,	East Granby, ..	1895
	J. A. Griswold,	" "	1895
	Dr. E. E. Williams, A. V., ..	Moodus,	1893
	Maltby Gelston, A. V., ..	East Haddam, ..	1893
	Julius Attwood, C., A. V., ..	" "	1893
	Rev. Geo. L. Edwards, A. V., ..	Millington,	1893
EAST HARTFORD,	George Wakeman, A. V., ..	Moodus,	1894
	Norris W. Rathbun, S., A. V., ..	Millington,	1894
	Henry T. Hart,	Burnside,	1893
	Jas. H. Gunn,	East Hartford, ..	1893
	Geo. K. Wilcox,	East Hartford Meadow, ..	1893
	Rev. Geo. A. Bowman, A. V., ..	East Hartford, ..	1894
	Rev. Frank J. Lally,	" "	1894
	Elijah Ackley, C.,	" "	1894
	Joseph O. Goodwin, S., A. V., ..	" "	1895
	William H. Olmsted,	" "	1895
EAST HAVEN,	Franklin H. Mayberry, A. V., ..	Burnside,	1895
	Andrew J. Granniss, A. V., ..	Fair Haven,	1893
	Ebenezer Gilbert, A. V., ..	East Haven,	1893
	Dwight W. Tuttle, S., A. V., ..	" "	1894
	Charles W. Bradley, A. V., ..	" "	1894
	Horace W. Chidsey, A. V., ..	" "	1895
EAST LYME,	Grove J. Tuttle, C., A. V., ..	" "	1895
	D. Lynsted Gates, C.,	Niantic,	1893
	Calvin S. Davis,	" "	1893
	Enoch L. Beckwith, S., A. V., ..	East Lyme,	1894
	H. R. Harding,	Niantic,	1894
	Daniel Calkins, A. V., ..	East Lyme,	1895
EASTON,	R. B. Gorton,	" "	1895
	Henry Osborne, A. V., ..	Easton,	1893
	Chas. S. Everitt, A. V., ..	" "	1893
	Geo. J. Banks, A. V., ..	" "	1894
	Emily A. Lewis, C., A. V., ..	" "	1894
	Chas. F. Silliman, S., A. V., ..	Redding Ridge, ..	1895
EAST WINDSOR,	Ettie L. Tucker, A. V., ..	" "	1895
	Orson S. Wood, S., A. V., ..	Windsorville, ..	1893
	Aaron Smith,	Warehouse Point, ..	1893
	Andrew Hamilton,	Broad Brook,	1893
	Jabez S. Allen, C.,	" "	1894
	Howard O. Allen,	" "	1894
	Samuel J. Allen,	Melrose,	1894
	John B. Noble, A. V., ..	East Windsor Hill, ..	1895
	John T. Fitts,	" "	1895
	Lyman B. Griffin,	Warehouse Point, ..	1895
ELLINGTON,	F. A. Pierson,	Ellington,	1893
	F. M. Charter,	" "	1893
	F. B. Nangle,	" "	1893
	M. H. Aborn,	" "	1894
	H. W. Kibbe, C., A. V., ..	" "	1894
	C. R. Sadd,	" "	1894
	O. C. Eaton,	" "	1895
	J. A. Stacy,	Crystal Lake,	1895
	C. A. Thompson,	Melrose,	1895

TOWNS.	NAMES.	P. O. Address.	Term Expires.
ENFIELD,....	J. Warren Johnson, C.,..	Windsor Locks, ..	1893
	Fred. A. King, A. V., ..	Thompsonville, ..	1893
	James B. Houston, S., ..	" ..	1893
	Dr. George T. Finch, A. V., ..	" ..	1894
	Dr. E. F. Parsons, A. V., ..	" ..	1894
	Samuel A. Booth, ..	Enfield, ..	1894
	Lyman A. Upson, ..	Thompsonville, ..	1895
	Howard D. Gordon, ..	Hazardville, ..	1895
	Dr. J. F. Dowling, ..	Thompsonville, ..	1895
	E. T. Pratt, A. V., ..	Essex, ..	1893
ESSEX,*	Scott Powers, ..	" ..	1893
	John Halliday, ..	" ..	1893
	H. J. Wallace, ..	" ..	1893
	George H. Hardman, ..	" ..	1894
	H. H. Williams, ..	Centerbrook, ..	1894
	Rev. L. S. Griggs, C., A. V., ..	Ivoryton, ..	1894
	A. C. Brockway, ..	Essex, ..	1894
	Samuel F. Parmelee, ..	" ..	1895
	Lorenzo Beckwith, ..	Centerbrook, ..	1895
	F. A. Shailer, ..	Essex, ..	1895
FAIRFIELD,.....	Dr. W. A. Russell, S., ..	" ..	1895
	John L. Morehouse, C., A. V., ..	Bridgeport, ..	1893
	J. D. Toomey, Jr., A. V., ..	Fairfield, ..	1893
	E. Livingston Wells, S., A. V., ..	Southport, ..	1894
	Simeon Pease, A. V., ..	Greenfield Hill, ..	1894
	Michael B. Lacey, A. V., ..	Plattsville, ..	1895
	Benjamin B. Brothwell, A. V., ..	Box 571, Bridgeport, ..	1895
	D. N. Barney, ..	Farmington, ..	1893
	Rev. William H. Redding, ..	Unionville, ..	1893
	Saml. Frisbie, ..	" ..	1893
FARMINGTON,	Rev. D. D. Marsh, A. V., ..	" ..	1894
	Nelson B. Keyes, ..	" ..	1894
	Martin O'Meara, ..	Farmington, ..	1894
	H. W. Barbour, S., A. V., ..	" ..	1895
	Erastus Gay, C., ..	" ..	1895
	Martin L. Parsons, ..	Unionville, ..	1895
	C. H. Lathrop, A. V., ..	North Franklin, ..	1893
	Daniel McCarty, A. V., ..	Yantic, ..	1893
	George E. Starkweather, A. V., ..	Franklin, ..	1893
	Henry Bellows, A. V., ..	Baltic, ..	1894
FRANKLIN,.....	George L. Ladd, C., A. V., ..	North Franklin, ..	1894
	George H. Griffing, S., A. V., ..	Franklin, ..	1895
GLASTONBURY,	A. A. Babcock, C., A. V., ..	South Glastonbury, ..	1893
	Julius S. Hollister, A. V., ..	East Glastonbury, ..	1893
	W. I. Goodale, A. V., ..	Addison, ..	1894
	S. H. Williams, S., A. V., ..	Glastonbury, ..	1894
	Rev. Marcus Burr, A. V., ..	South Glastonbury, ..	1895
	Wm. H. Griswold, A. V., ..	Addison, ..	1895
GOSHEN,	J. D. Barton, ..	Goshen, ..	1893
	Rev. A. G. Hibbard, S., A. V., ..	" ..	1893
	Henry Norton, C., ..	" ..	1894
	Nathan R. Tibballs, ..	Winchester, ..	1894
	George Hammond, ..	West Goshen, ..	1895
	Thaddeus Ives, ..	Goshen, ..	1895
GRANBY,.....	George O. Beach, ..	West Granby, ..	1893
	Henry J. Dewey, ..	Granby, ..	1893
	Charles B. Case, ..	West Granby, ..	1893
	O. D. Case, ..	Granby, ..	1894
	Condit Hayes, ..	West Granby, ..	1894
	H. G. Viets, ..	Granby, ..	1894
	L. C. Spring, C., A. V., ..	" ..	1895
	C. P. Loomis, ..	" ..	1895
	F. J. Jewett, S., A. V., ..	" ..	1895
	Henry C. Boswell, A. V., ..	Greenwich, ..	1893
GREENWICH,.....	Isaac L. Mead, A. V., ..	" ..	1893
	Dr. J. L. Marshall, C., A. V., ..	Bayport, ..	1894
	George P. Fisher, S., A. V., ..	" ..	1894
	Thomas F. Hawley, A. V., ..	Glenville, ..	1895
	Silas E. Mead, A. V., ..	Round Hill, ..	1895
GRISWOLD,	Samuel Barber, C., ..	Jewett City, ..	1893
	James H. Finn, ..	" ..	1893
	Wm. L. Bliven, S., A. V., ..	" ..	1893

TOWNS.	NAMES.	P. O. Address.	Term. Expires
GRISWOLD,	Daniel L. Phillips,	Jewett City,	1894
	Napoleon B. Lewis,	"	1894
	John C. Hawkins,	"	1894
	John A. Owen,	"	1895
	Rowland R. Church,	"	1895
GROTON,	James A. Wilbur,	Glasgo,	1895
	Nelson Morgan, <i>A. V.</i> ,	Noank,	1893
	Rev. Joseph Hooper, <i>A. V.</i> ,	Mystic,	1893
	Joseph Hull, <i>C., A. V.</i> ,	Old Mystic,	1894
	David A. Daboll, Jr., <i>A. V.</i> ,	Center Groton,	1895
	Dr. A. T. Douglas, <i>A. V.</i> ,	Groton,	1895
	Chas. R. Heath, <i>S., A. V.</i> ,	Mystic,	1895
GUILFORD,	Rev. Dr. W. G. Andrews, <i>C.</i> ,	Guilford,	1893
	Henry R. Spencer,	"	1893
	John R. Rossiter,	North Guilford,	1893
	Rev. Geo. W. Banks, <i>A. V.</i> ,	Guilford,	1894
	Dr. Geo. H. Beebe, <i>A. V.</i> ,	"	1894
	Fred. B. Norton, <i>S.</i> ,	"	1894
	Rev. J. J. Smith,	"	1895
	Rev. H. C. McKnight, <i>A. V.</i> ,	North Guilford,	1895
	E. Walter Leete,	Leete's Island,	1895
HADDAM,	E. P. Arnold, <i>C.</i> ,	Haddam,	1893
	R. E. Thayer,	Higgenum,	1893
	Geo. S. Pelton, <i>S., A. V.</i> ,	"	1893
	Orrin Shailer,	Shailerville,	1894
	A. W. Tyler,	Tylerville,	1894
	H. H. Brainerd,	Higgenum,	1894
	Gilbert M. Clark,	Haddam Neck,	1895
	Russell H. Shailer,	Shailerville,	1895
	R. Bradley Clark,	Higgenum,	1895
HAMDEN,	Elias Dickerman, <i>S., A. V.</i> ,	Whitneyville,	1893
	George L. Clark, <i>C.</i> ,	Hamden,	1893
	John M. Hendinger,	Highwood,	1893
	Ellsworth B. Cooper,	Hamden,	1894
	Henry Hogan,	Westville,	1894
	Rev. John T. Winters, <i>A. V.</i> ,	Mount Carmel,	1894
	Wm. J. Brewster,	"	1895
	John Kenney,	"	1895
	Henry Stadtmiller,	Whitneyville,	1895
HAMPTON,	Henry Clapp,	Rawson,	1893
	Geo. R. Burrows,	Hampton,	1893
	Alphonso Albro,	Clark's Corners,	1893
	Addison J. Greenslit, <i>C., A. V.</i> ,	Hampton,	1894
	Geo. H. Kimball,	Rawson,	1894
	Joseph W. Congdon,	Howards Valley,	1894
	Carl Lewis,	Elliott,	1895
	F. E. Whittaker, <i>S.</i> ,	Hampton,	1895
	Allen Jewett,	Clark's Corners,	1895
HARTFORD,	Sidney E. Clarke,	Hartford,	1893
	Rev. Francis Goodwin,	"	1893
	Wm. Waldo Hyde,	"	1893
	Dr. George C. Bailey,	"	1894
	Dr. Thomas F. Kane,	"	1894
	Dr. George R. Shepherd, <i>C.</i> ,	"	1894
	John H. Brocklesby, <i>A. V.</i> ,	"	1895
	Andrew F. Gates,	"	1895
	Daniel A. Markham, <i>S.</i> ,	"	1895
HARTLAND,	Edward A. Collins,	East Hartland,	1893
	Orton French,	Riverton,	1894
	I. C. Stratton, <i>S., A. V.</i> ,	Hartland,	1894
	Henry H. Griswold, <i>C., A. V.</i> ,	West Hartland,	1895
	Carl Osborn,	"	1895
HARWINTON,*	Martin L. Goodwin,	Harwinton,	1893
	E. W. Hinman,	"	1893
	Albert G. Wilson, <i>C.</i> ,	"	1894
	C. M. Ely,	"	1894
	A. W. Buell, <i>S., A. V.</i> ,	"	1895
HEBRON,	C. L. Blake,	"	1895
	Hart E. Buell,	Gilead,	1893
	Charles L. Phelps,	Hebron,	1893
	David N. Jones,	Turnerville,	1893

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
HEBRON,.....	Joel Jones,	North Westchester, ..	1894
	Frank R. Post,	Hebron,	1894
	Daniel W. White, C., ..	"	1894
	Cyrus H. Pendleton, S., A. V., ..	"	1895
	Henry A. Spafard, Jr., ..	"	1895
HUNTINGTON,.....	Rev. Henry B. Mason, ..	Gilead,	1895
	D. S. Brinsmade,	Birmingham,	1893
	Lewis W. Booth,	"	1893
	Horace Wheeler, A. V., ..	"	1894
	Fred Durand, C.,	"	1894
KENT,	Erastus Bennett,	"	1895
	Edward S. Hawley, S., A. V., ..	Huntington,	1895
	Walter O. Page,	South Kent,	1893
	John Slosson, A. V.,	Kent Furnace,	1893
	B. G. Pratt, S.,	Kent,	1894
KILLINGLY,.....	John Chase, A. V.,	South Kent,	1894
	Rev. Wm. F. Bielby, C., A. V., ..	Kent,	1895
	Irwin J. Beardsley, A. V., ..	New Preston,	1895
	Chauncey H. Wright,	South Killingly,	1893
	Herbert C. Columbus,	East Killingly,	1893
KILLINGWORTH,.....	Rev. F. L. Knapp, C.,	Danielsonville,	1893
	Dr. Henry L. Hammond,	Killingly,	1894
	Dr. Asahel E. Darling,	"	1894
	Anthony Ames, S., A. V.,	Danielsonville,	1894
	Sidney W. Crofut,	"	1895
LEBANON,.....	Dr. Charles E. Hill,	East Killingly,	1895
	Henry H. Martin, A. V.,	Killingly,	1895
	Nathan H. Everts, C.,	Killingworth,	1893
	H. L. Nettleton,	"	1893
	L. L. Nettleton, S., A. V.,	Madison,	1893
LEDYARD,.....	Rev. R. E. Turner, C., A. V., ..	Lebanon,	1893
	Albert G. Kneeland, A. V.,	"	1893
	Isaac Gillette, S., A. V.,	"	1894
	Isaac G. Geer, C., A. V.,	Ledyard,	1895
	Wm. L. Main, A. V.,	Old Mystic,	1895
LISBON,.....	George Fanning, S., A. V.,	Shewville,	1895
	C. J. Bromley,	Jewett City,	1893
	Rev. John W. Payne, S., A. V., ..	"	1893
	R. W. Fitch,	Versailles,	1893
	Chas. Edw. Prior,	Jewett City,	1894
LITCHFIELD,*.....	Rev. Q. M. Bosworth, C., A. V., ..	"	1895
	B. Frank Hull,	Versailles,	1895
	T. Leander Jennings, C., A. V., ..	Bantam,	1893
	George W. Mason, A. V.,	Litchfield,	1893
	D. C. Kilbourn, S., A. V.,	"	1894
LYME,.....	Charles O. Belden, A. V.,	"	1894
	Joseph E. Kyte, A. V.,	Northfield,	1895
	Elbert P. Roberts, A. V.,	Litchfield,	1895
	E. Hart Geer,	Hadlyme,	1893
	H. B. Sisson, S., A. V.,	Hamburgh,	1893
MADISON,.....	Rev. Dr. E. F. Burr,	Lyme,	1894
	Dr. J. G. Ely, C.,	Hamburgh,	1894
	John W. Bill,	Bill Hill,	1895
	J. Ely Beebe,	North Lyme,	1895
	J. Myron Hull, C., A. V.,	Madison,	1893
MANCHESTER,.....	S. R. Crampton, A. V.,	"	1893
	Webster D. Whedon, A. V.,	"	1893
	Joseph D. Kelsey, A. V.,	"	1893
	Edward A. Wilcox,	"	1893
	Rev. J. A. Gallup, S., A. V., ..	"	1893
MANSFIELD,.....	Jasper A. Fitch,	Manchester,	1893
	Rev. Edward H. Coley, A. V., ..	South Manchester, ..	1893
	Dr. Oliver B. Taylor, S., A. V., ..	Manchester Green, ..	1894
	Rev. D. A. Haggerty, A. V.,	South Manchester, ..	1894
	John S. Cheney, C.,	"	1895
	Rev. William J. Doolan,	Manchester,	1895
	S. O. Barrows,	Storrs,	1893
	G. F. Swift,	Mansfield Center, ..	1893
	John S. Hanks,	Gurleyville,	1893
	Prof. B. F. Koons,	Storrs,	1894
	Henry Huntington, A. V.,	Mansfield Depot, ..	1894
	Geo. H. Andrews,	Willimantic,	1894
	Dr. E. G. Sumner, S., A. V., ..	Mansfield Center, ..	1895

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term. Expires.
MANSFIELD,.....	Andrew M. Grant, ..	Mount Hope, ..	1895
	A. W. Buchanan, C., ..	Mansfield Centre, ..	1895
MARLBOROUGH,.....	James J. Bell, C., A. V., ..	Marlborough, ..	1893
	Mrs. W. W. Bolles, ..	" ..	1893
	John Lord, ..	" ..	1894
	Effie Buell, S., A. V., ..	" ..	1894
	Ida R. Veasey, A. V., ..	" ..	1895
	William W. Bolles, ..	" ..	1895
MERIDEN,.....	Rev. J. T. Pettee, S., A. V., ..	Meriden, ..	1893
	Dr. O. J. D. Hughes, ..	" ..	1893
	Henry W. Hirschfeld, ..	" ..	1893
	George H. Lohman, ..	" ..	1894
	Frank E. Sands, Ph.B., ..	" ..	1894
	Rev. Asher Anderson, ..	" ..	1894
	Dr. C. H. S. Davis, Ph.D., C., ..	" ..	1895
	Dr. A. W. Tracy, ..	" ..	1895
	Dr. G. H. Wilson, ..	" ..	1895
MIDDLEBURY,.....	Miss M. Louise Townsend, C., ..	Middlebury, ..	1893
	G. Frederick Abbott, ..	" ..	1893
	Mrs. Eli Bronson, S., ..	" ..	1894
	D. M. Fenn, ..	" ..	1894
	H. S. Atwood, ..	" ..	1895
	Rev. W. F. Avery, A. V., ..	" ..	1895
MIDDLEFIELD,.....	Isaac H. Cornwell, ..	Middlefield, ..	1893
	Miss F. W. Perkins, S., A. V., ..	" ..	1893
	Walter P. Hall, ..	" ..	1894
	E. T. Birdsey, ..	" ..	1894
	Waldo Miller, ..	" ..	1895
	C. N. Burnham, C., ..	" ..	1895
MIDDLETOWN,.....	H. E. Smith, ..	Middletown, ..	1893
	Charles E. Bacon, ..	" ..	1893
	Charles Reynolds, S., ..	" ..	1894
	Patrick Meegan, ..	" ..	1894
	Eben P. Hubbard, C., ..	" ..	1895
	Murray Closson, A. V., ..	" ..	1895
MIDDLETOWN,†.....	Wm. T. Elmer, C., ..	Middletown, ..	1893
(City District.)	Rev. B. O'R. Sheridan, ..	" ..	1893
	D. J. Donahoe, ..	" ..	1893
	Fred. E. Gibbons, ..	" ..	1894
	E. R. Chaffee, ..	" ..	1894
	L. D. Mills, ..	" ..	1894
	W. U. Pearne, S., ..	" ..	1895
	Dr. Leonard Bailey, A. V., ..	" ..	1895
	George A. Craig, ..	" ..	1895
MILFORD,*.....	George M. Gunn, ..	Milford, ..	1893
	William G. Mitchell, ..	" ..	1893
	Dr. W. S. Putney, ..	" ..	1893
	David E. Smith, ..	" ..	1893
	Dr. John S. Cairli, ..	" ..	1894
	A. Clark Platt, ..	" ..	1894
	C. A. Tomlinson, S., ..	" ..	1894
	William B. Brotherton, A. V., ..	" ..	1894
	Robert W. Clark, ..	" ..	1895
	Charles W. Beardsley, ..	" ..	1895
	Nathan E. Smith, A. V., ..	" ..	1895
	Albert A. Baldwin, C., ..	" ..	1895
MONROE,.....	E. G. Beardsley, C., ..	Stepney Depot, ..	1893
	Benjamin H. French, A. V., ..	" ..	1893
	C. Edward Osborne, S., A. V., ..	Stepney, ..	1893
MONTVILLE,....	Wm. A. Cogeshall, ..	Uncasville, ..	1893
	Moses Chapman, ..	Montville, ..	1893
	Samuel W. Strickland, A. V., ..	Chesterfield, ..	1893
	Silas H. Browning, C., A. V., ..	Montville, ..	1894
	George O. Gadbois, S., ..	Leffingwell, ..	1894
	Charles F. Bartlett, ..	Montville, ..	1894
	D. D. Lyon, A. V., ..	" ..	1895
	Joseph S. Latimer, ..	" ..	1895
	Frank E. Fowler, ..	" ..	1895
MORRIS,.....	Dwight Griswold, ..	West Morris, ..	1893
	Silas E. Stockman, C., A. V., ..	East Morris, ..	1893
	Samuel A. Whittlesey, ..	Morris, ..	1894
	Homer Stoddard, ..	Bantam, ..	1894

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
MORRIS,.....	William Kirchberger,	East Morris,	1895
	Clark S. Loveland, <i>S., A. V.</i> , ..	Morris,	1895
NAUGATUCK,.....	Dr. F. B. Tuttle, <i>C., A. V.</i> , ..	Naugatuck,	1893
	G. W. Andrews, <i>A. V.</i> ,	"	1893
	A. H. Dayton, <i>A. V.</i> ,	"	1894
	John Breen, <i>A. V.</i> ,	"	1894
	Patrick Brennan, <i>A. V.</i> ,	"	1895
	Wm. T. Rodenbach, <i>S., A. V.</i> , ..	"	1895
NEW BRITAIN,*.....	C. D. Hine, <i>ex officio</i> ,	New Britain,	
	E. H. Davison, <i>C.</i> ,	"	1893
	Lawrence Crean,	"	1893
	Charles S. Andrews,	"	1893
	Morris C. Webster,	"	1893
	Michael J. Coholan,	"	1894
	John Walsh,	"	1894
	Thomas S. Bishop,	"	1894
	Leopold Klett,	"	1894
	R. G. Hibbard, <i>S., A. V.</i> , ..	"	1895
	Dennis Riordan,	"	1895
	Louis J. Muller,	"	1895
	V. B. Chamberlain,	"	1895
NEW CANAAN,.....	John N. Bartlett, <i>A. V.</i> , ..		
	G. F. Johnson, <i>C.</i> ,	New Canaan,	1893
	Edwin Hoyt,	"	1893
	Dr. William C. Brownson, ..	"	1893
	G. D. Nichols,	"	1894
	Rev. A. V. Bower, <i>S., A. V.</i> , ..	"	1894
	Rev. J. H. Hoyt,	"	1895
NEW FAIRFIELD,.....	David H. Disbrow,	New Fairfield,	1893
	Edward Treadwell,	"	1893
	Isaac S. Knapp,	"	1893
	H. H. Wildman, <i>C., A. V.</i> , ..	"	1894
	Rev. A. C. Bigelow,	"	1894
	J. J. Treadwell, <i>S., A. V.</i> , ..	"	1895
NEW HARTFORD,.....	Anson J. Allen,	New Hartford,	1893
	Walter M. Smith,	"	1893
	G. C. Beckwith, <i>A. V.</i> ,	Nepaug,	1894
	Henry T. Smith,	New Hartford,	1894
	Rev. John P. Hawley, <i>C., A. V.</i> , ..	"	1895
NEW HAVEN,†.....	R. M. Olmsted, <i>S.</i> ,	Nepaug,	1895
(City District.)	Joseph D. Plunkett,	New Haven,	1893
	Charles E. Graves, <i>C.</i> ,	"	1893
	Samuel Hemingway,	"	1893
	Horace H. Strong,	"	1894
	George F. Holcomb,	"	1894
	Richard M. Sheridan,	"	1894
	Samuel R. Avis,	"	1895
	Eli Whitney, Jr.,	"	1895
	Harry W. Asher,	"	1895
	Horace Day, <i>S.</i> ,	"	
	V. G. Curtis, <i>Suplt.</i> ,	"	
NEW HAVEN,†.....	L. Wheeler Beecher, <i>C.</i> , ..	Westville,	1893
(Westville District.)	Burton Dickerman,	"	1893
	Thomas McClure,	"	1893
	A. N. Farnham,	"	1894
	M. E. Terrell,	"	1894
	Amos Dickerman,	"	1894
	John N. Austin,	"	1895
	E. L. Hitchcock,	"	1895
	Hobart L. Hotchkiss, <i>S., A. V.</i> , ..	"	1895
NEW HAVEN,.....	E. A. Morris, <i>C.</i> ,	Morris Cove, New Haven,	1893
(South District.)	Julius H. Morris, <i>S.</i> ,	"	1893
	Mrs. J. H. Morris, <i>A. V.</i> , ..	"	1893
	Mrs. E. A. Morris,	"	1893
NEWINGTON,.....	John S. Kirkham, <i>C.</i> ,	Newington,	1893
	George E. Churchill,	"	1893
	H. M. Robbins,	"	1894
	Pratt Francis,	"	1894
	Jedediah Deming,	"	1895
	Rev. Jared Starr, <i>S.</i> ,	Newington Junction, ..	1895
	Miss Lizzie A. Root, <i>A. V.</i> , ..	Newington,	
NEW LONDON,*.....	John G. Stanton,	New London,	1893

*Town School Committee.

†Board of Education.

TOWNS.	NAMES.	P O. Address.	Term Expires.
NEW LONDON,*.....	Hiram D. Harris,	New London,	1893
	Frank E. Barker,	"	1893
	J. Lawrence Chew,	"	1894
	Charles J. Hewitt,	"	1894
	Alfred Coit, S.,	"	1894
	Thomas W. Potter, C.,	"	1895
	Edward H. Wheeler,	"	1895
	Frederick S. Newcomb,	"	1895
	Chas. B. Jennings, A. V.,	"	1895
	Amos H. Bowers, A. V.,	Gaylordsville,	1893
NEW MILFORD,.....	George W. Richmond,	New Milford,	1893
	Ethiel S. Green,	"	1893
	Charles N. Hall,	"	1894
	Frederick E. King, A. V.,	"	1894
	C. A. Todd, S.,	"	1894
	Francis E. Baldwin, C.,	Northville,	1895
	John F. Addis,	New Milford,	1895
	Charles H. Soule,	Gaylordsville,	1895
	Thos. J. Corbett, A. V.,	Sandy Hook,	1893
	Dr. Dana P. Richardson, A. V.,	"	1893
NEWTOWN,.....	E. L. Johnson, A. V.,	Newtown,	1894
	William J. Brew, C. A. V.,	Sandy Hook,	1894
	Daniel G. Beers, A. V.,	Newtown,	1895
	John J. Northrop, S., A. V.,	"	1895
	Silas A. Palmer,	Norfolk,	1893
	Burritt Darrow,	"	1893
	John D. Bassett, S.,	"	1893
	Rev. John DePeu, C., A. V.,	"	1894
	Edmund Brown,	"	1894
	William O'Connor,	"	1894
NORFOLK,.....	George R. Bigelow, A. V.,	"	1895
	Howard W. Carter,	"	1895
	Timothy O'Connor,	"	1895
	H. D. Bartholomew,	Northford,	1893
	R. M. Rose,	North Branford,	1893
	N. M. Robinson,	"	1894
	Rev. W. H. Roberts, A. V.,	Northford,	1894
	T. A. Smith, C.,	"	1895
	Rev. F. Countryman, S., A. V.,	North Branford,	1895
	M. B. Tobey, C., A. V.,	Canaan,	1893
NORTH CANAAN,.....	Rev. F. W. Barnett, A. V.,	"	1893
	A. T. Roraback, S., A. V.,	"	1894
	E. S. Roberts,	East Canaan,	1894
	George S. Dunning,	"	1895
	E. M. Rood,	Clayton, Mass.,	1895
	Dr. R. B. Goodyear,	North Haven,	1893
	S. B. Thorpe, C.,	"	1893
	Ezra L. Stiles,	"	1893
	Stephen H. Bower,	"	1894
	Nathaniel D. Forbes, S., A. V.,	Montowese,	1894
NORTH BRANFORD,.....	Jesse B. Jacobs,	North Haven,	1894
	Theophilus O. Eaton,	Montowese,	1895
	Jno. A. Tomlinson,	North Haven,	1895
	Jos. E. Bishop,	Clintonville,	1895
	John D. Avery, A. V.,	North Stonington,	1894
	James F. Brown, C., A. V.,	"	1894
	Frank R. Brown, S., A. V.,	"	1894
	Edwin Adams, C.,	South Norwalk,	1893
	Frederick R. Mead,	Norwalk,	1893
	Alfred E. Austin, A. V.,	"	1893
NORTH HAVEN,.....	George W. Carroll,	South Norwalk,	1894
	John H. Light, A. V.,	"	1894
	Charles Olmstead, S., A. V.,	Norwalk,	1894
	Abiathar Blanchard,	South Norwalk,	1895
	Edwin Wilcox,	"	1895
	Bradley S. Keith,	Winnipauk,	1895
	James W. Murphy,	Norwich,	1893
	Dr. Newton P. Smith,	"	1893
	Palmer Bill,	"	1893
	Joseph T. Fanning, S., A. V.,	"	1894
NORWALK,.....	Franklin H. Brown, C.,	"	1894
	Nathan L. Bishop,	"	1894
NORWICH,.....			

* Town School Committee.

TOWNS	NAMES.	P. O. Address.	Term Expires.
NORWICH,	S. Ashbel Crandall, ..	Norwich, ..	1895
	Stephen H. Hall, ..	" ..	1895
	Frank E. Brown, ..	" ..	1895
NORWICH (Town St. Dist.),†	Alba L. Hale, ..	Norwich Town, ..	1893
	James E. Bushnell, ..	" ..	1893
	Lou. Mabrey, ..	" ..	1893
	Lewis A. Hyde, ..	Norwich, ..	1894
	Wm. B. Lathrop, ..	Norwich Town, ..	1894
	J. S. Lathrop, S., A. V., ..	" ..	1894
	Ira L. Peck, C., ..	Norwich, ..	1895
	C. M. Williams, ..	Norwich Town, ..	1895
	Chas. F. Tufts, ..	" ..	1895
NORWICH (Central Dist.),†	Burrell W. Hyde, S., ..	Norwich, ..	1893
	M. M. Whittemore, ..	" ..	1893
	Costello Lippitt, C., ..	" ..	1893
	Luther R. Case, ..	" ..	1894
	S. Alpheus Gilbert, ..	" ..	1894
	Donald G. Perkins, ..	" ..	1894
	Dr. Patrick Cassidy, ..	" ..	1895
	S. Ashbel Crandall, ..	" ..	1895
	John F. Parker, ..	" ..	1895
	N. L. Bishop, Supt., ..	" ..	1895
NORWICH (West Chelsea District),	J. H. Cranston, S., ..	" ..	1893
	H. Perkins, ..	" ..	1893
	Reuben S. Bartlett, ..	" ..	1893
	Robert Brown, C., ..	" ..	1894
	Daniel D. Lyman, ..	" ..	1894
	Albertus Peckham, ..	" ..	1894
	Nathan Small, A. V., ..	" ..	1895
	R. S. Bushnell, ..	" ..	1895
	Frank H. Lovell, ..	" ..	1895
OLD LYME,	J. Swanev, C., ..	Black Hall, ..	1893
	F. L. Babcock, ..	Old Lyme, ..	1893
	J. M. Huntley, ..	" ..	1894
	J. G. Perkins, ..	" ..	1894
	B. F. Swaney, S., ..	" ..	1895
	A. Henry Griswold, A. V., ..	" ..	1895
OLD SAYBROOK,*	J. S. Dickinson, ..	Saybrook, ..	1894
	J. N. Clark, S., ..	" ..	1894
	G. W. Denison, ..	" ..	1895
	Frank J. Kirtland, ..	Saybrook Point, ..	1895
	Robert Chapman, ..	Saybrook, ..	1896
	W. E. Clark, C., ..	" ..	1896
	Rev. J. D. S. Pardee, A. V., ..	" ..	1896
	Dan. A. Kellogg, ..	Saybrook Point, ..	1896
	Robert B. Chalker, ..	Saybrook, ..	1896
ORANGE,	Rev. N. J. Squires, C., A. V., ..	West Haven, ..	1893
	J. H. Hayes, ..	" ..	1893
	Prof. Henry A. Beers, ..	" ..	1894
	I. P. Treat, A. V., ..	Orange, ..	1894
	Dr. J. F. Barnett, S., A. V., ..	West Haven, ..	1895
	Wellington M. Andrew, A. V., ..	Orange, ..	1895
OXFORD,	Orlando C. Osborn, A. V., ..	Oxford, ..	1893
	Dr. Lewis Barnes, S., A. V., ..	" ..	1893
	Charles H. Lum, A. V., ..	" ..	1894
	Rev. Lewis F. Morris, C., A. V., ..	" ..	1894
	Edgar B. Harger, A. V., ..	" ..	1895
	Elijah B. Treat, A. V., ..	" ..	1895
PLAINFIELD,	Rev. S. H. Fellows, S., A. V., ..	Wauregan, ..	1893
	Thomas M. Brown, ..	Moosup, ..	1893
	J. M. Wilcox, ..	Central Village, ..	1893
	Daniel H. Grover, A. V., ..	Moosup, ..	1894
	Rev. Henry T. Arnold, A. V., ..	Plainfield, ..	1894
	Daniel P. Downing, ..	" ..	1894
	W. Tillinghast, C., ..	" ..	1895
	Rev. G. W. Kinney, A. V., ..	Moosup, ..	1895
	Erastus Spaulding, ..	" ..	1895
PLAINVILLE,*	Frank S. Neal, ..	Plainville, ..	1893
	Dr. T. G. Wright, C., ..	" ..	1894
	M. P. Ryder, ..	" ..	1894
	R. C. Usher, ..	" ..	1895
	Rev. H. T. Walsh, S., A. V., ..	" ..	1895

*Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
PLYMOUTH,	A. S. Gaylord,	Terryville,	1893
	Rev. W. F. Arms,	"	1893
	H. A. Barton,	"	1893
	A. W. Welton,	Plymouth,	1894
	Rev. J. S. Zelig,	"	1894
	J. W. Clark,	Terryville,	1894
	W. W. Clemence, C.,	"	1895
	Henry E. Stoughton, S., A. V.,	Plymouth,	1895
	L. D. Baldwin,	"	1895
	C. P. Grosvenor,	Abington,	1893
POMFRET,	Rev. Daniel Denison,	Pomfret Center,	1893
	George Allen, S.,	Abington,	1893
	E. P. Hayward,	Pomfret Center,	1894
	Mrs. A. C. S. Johnson, A. V.,	Elliott,	1894
	Miss Gertrude Vinton,	Pomfret Centre,	1894
	Horace Sabin, C.,	Pomfret,	1895
	Walter Bryden,	Elliott,	1895
	Albertus S. Bruce,	Pomfret Landing,	1895
PORTLAND,	Dr. C. A. Sears,	Portland,	1893
	F. Gildersleeve,	Gildersleeve,	1893
	W. D. Penfield, S., A. V.,	Cobalt,	1893
	J. H. Pelton,	Portland,	1894
	E. F. Bigelow,	"	1894
	H. E. Ellsworth,	"	1894
	A. H. Hale, A. V.,	"	1895
	C. H. White, C.,	Gildersleeve,	1895
PRESTON,	Rev. H. M. Bowden,	"	1895
	John E. Woodard, A. V.,	Norwich,	1893
	Appleton Main, S., A. V.,	Preston,	1893
	John F. Richardson, C., A. V.,	"	1893
	H. N. Clark, A. V.,	Prospect,	1893
PROSPECT,*	George R. Morse,	"	1893
	W. E. Clark, C.,	"	1894
	Rev. Wm. H. Phipps, S., A. V.,	"	1894
	F. A. Willetts,	"	1895
	G. Edgar Wallace,	"	1895
	George A. Hammond,	Putnam,	1893
PUTNAM,	Alfred H. Wright,	"	1893
	Charles L. Torrey, S.,	"	1893
	Eugene A. Wheelock,	"	1894
	Lucius H. Fuller, A. V.,	"	1894
	Nathan W. Kennedy,	"	1894
	Dr. John B. Kent, C.,	"	1895
	Wm. R. Barber, A. V.,	"	1895
	E. H. Johnson, A. V.,	"	1895
	W. C. Sanford, C., A. V.,	Redding Ridge,	1893
	Mrs. C. C. Gorham, A. V.,	Redding,	1893
REDDING,	Michael Connery,	Georgetown,	1893
	Benjamin S. Boughton,	Redding,	1894
	J. N. Nickerson,	"	1894
	E. P. Shaw, S., A. V.,	Redding Ridge,	1895
	Mrs. Jennie Platt,	Redding,	1895
	G. W. Banks,	Georgetown,	1893
	Rev. Foster Ely,	Ridgefield,	1893
	John D. Nash,	Titicus,	1893
RIDGEFIELD,	Wm. J. Humphreys,	Ridgefield,	1893
	Wm. O. Seymour, C.,	"	1894
	John P. Mills,	"	1894
	Willis E. Weed,	"	1894
	Rev. J. W. Ballantine, A. V.,	"	1895
	Dr. Wm. S. Todd,	"	1895
	Samuel Keeler, S., A. V.,	"	1895
	Wilbert B. Carey, A. V.,	"	1895
	Mrs. P. M. Bryson, A. V.,	"	1895
	Fred'k Morton, C.,	Rocky Hill,	1893
ROCKY HILL,	Samuel Ashwell, A. V.,	"	1893
	Wm G. Robbins, S.,	"	1894
	James H. Warner,	"	1894
	Dr. F. L. Burr, A. V.,	"	1895
	John Shipmaker,	"	1895
ROXBURY,	Thos. E. Mower, C.,	Roxbury Station,	1893
	John F. McCarthy,	"	1893
	Mrs. Julia A. Sanford, S.,	Roxbury,	1894

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
ROXBURY,	Bruce Ward, ..	Roxbury, ..	1894
	Charles Sanford, <i>A. V.</i> , ..	" ..	1895
	Geo. W. P. Leavenworth, <i>A. V.</i> , ..	Hotchkissville, ..	1895
SALEM,	Robert A. Bailey, <i>C.</i> , ..	Salem, ..	1893
	G. F. Allen, ..	" ..	1893
	Olin F. Boynton, <i>S., A. V.</i> , ..	Gardner's Lake, ..	1894
	Frank D. Miner, ..	" ..	1894
	Alvah Morgan, ..	Salem, ..	1895
SALISBURY,	Dr. Chas. F. Congdon, ..	" ..	1895
	George B. Burrall, <i>C., A. V.</i> , ..	Lakeville, ..	1893
	Rev. R. F. Putnam, <i>S., A. V.</i> , ..	Lime Rock, ..	1893
	Rev. James H. George, <i>A. V.</i> , ..	Salisbury, ..	1894
	Rev. John C. Goddard, <i>A. V.</i> , ..	" ..	1894
	Elias F. Sanford, ..	Ore Hill, ..	1895
	Rev. Timothy F. Bannan, ..	Lakeville, ..	1895
SAYBROOK,*	George F. Spencer, <i>C., A. V.</i> , ..	Deep River, ..	1893
	Rev. Wm. H. Knouse, ..	" ..	1893
	Emory C. Parker, ..	" ..	1893
	Edwin Bidwell, ..	" ..	1894
	Fred. W. Williams, ..	" ..	1894
	O. Henry Glover, ..	" ..	1894
	Henry M. Snell, ..	" ..	1895
	Dwight S. Southworth, ..	" ..	1895
	Fred. L'Hommedieu, <i>S., A. V.</i> , ..	" ..	1895
	Chas. A. Brown, ..	Scotland, ..	1893
SCOTLAND,	Chas. H. Pendleton, ..	" ..	1893
	J. B. Bacon, <i>C.</i> , ..	" ..	1894
	John D. Moffit, ..	" ..	1894
	Daniel T. Murphy, ..	" ..	1895
	Caleb Anthony, <i>S., A. V.</i> , ..	" ..	1895
SEYMOUR,*	T. L. James, <i>C.</i> , ..	Seymour, ..	1893
	F. A. Rugg, ..	" ..	1893
	H. N. Eggleston, ..	" ..	1893
	John Early, ..	" ..	1894
	H. S. Halligan, ..	" ..	1894
	L. A. Camp, <i>A. V.</i> , ..	" ..	1894
	T. B. Beach, <i>S., A. V.</i> , ..	" ..	1895
	James Swan, ..	" ..	1895
	Patrick F. Strapp, ..	" ..	1895
	Herman C. Rowley, ..	Sharon, ..	1893
SHARON,	F. W. Dakin, <i>S.</i> , ..	" ..	1893
	Fitch Landon, <i>C.</i> , ..	Sharon Valley, ..	1894
	Robert E. Goodwin, ..	Sharon, ..	1894
	Charles C. Gordon, ..	" ..	1895
	Byron W. Munson, ..	" ..	1895
	Rev. F. T. Angevene, <i>A. V.</i> , ..	" ..	1895
	Mills Hungerford, <i>C., A. V.</i> , ..	Sherman, ..	1893
SHERMAN,	Hiram A. Wheeler, ..	" ..	1893
	Maltby Leach, ..	New Milford, ..	1893
	Dr. John N. Woodruff, <i>A. V.</i> , ..	Sherman, ..	1894
	Charles I. Leach, ..	" ..	1894
	Wesley J. Soule, ..	" ..	1894
	Jas. H. Stuart, <i>S., A. V.</i> , ..	" ..	1895
	Maltby Gelston, ..	" ..	1895
	Frank Hungerford, ..	" ..	1895
	Gavett B. Holcomb, <i>A. V.</i> , ..	Weatogue, ..	1893
	C. B. Holcomb, ..	Tariffville, ..	1893
SIMSBURY,	Rev. C. E. Stowe, ..	Simsbury, ..	1894
	Walter Phelps Dodge, <i>S., A. V.</i> , ..	Weatogue, ..	1894
	Dr. Charles M. Wooster, <i>A. V.</i> , ..	Tariffville, ..	1895
	Rev. J. B. McLean, <i>C.</i> , ..	Simsbury, ..	1895
	H. W. Kibbe, ..	Somers, ..	1893
SOMERS,	C. J. Stephenson, <i>S.</i> , ..	" ..	1893
	Otis Loomer, <i>C.</i> , ..	Somersville, ..	1894
	Rev. C. H. Ricketts, ..	Somers, ..	1894
	I. H. Kibbe, ..	" ..	1895
	W. P. Fuller, ..	" ..	1895
	A. W. Kibbe, <i>A. V.</i> , ..	" ..	1895
SOUTHBURY,	Charles S. Brown, <i>S., A. V.</i> , ..	Southbury, ..	1893
	Dr. M. L. Cooley, ..	" ..	1893
	Henry M. Canfield, <i>A. V.</i> , ..	South Britain, ..	1894
	Henry W. Beecher, ..	Southbury, ..	1894

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
SOUTHBURY,.....	David F. Pierce, <i>C., A. V.,</i> ..	South Britain, ..	1895
	Birdsey Gilbert, ..	" ..	1895
SOUTHINGTON,.....	Thos. Buckley, ..	Southington, ..	1893
	Elisha R. Newell, <i>A. V.,</i> ..	Plantsville, ..	1893
	Stephen Walkley, <i>C.,</i> ..	" ..	1894
	Solomon Finch, ..	Southington, ..	1894
	Dr. Jas. H. Osborne, <i>S.,</i> ..	" ..	1895
	Walter C. Atwater, ..	Plantsville, ..	1895
SOUTH WINDSOR,.....	Frank Avery, <i>C.,</i> ..	Wapping, ..	1893
	Roswell Grant, <i>S.,</i> ..	East Windsor Hill, ..	1893
	Edwin A. Farnham, <i>A. V.,</i> ..	South Windsor, ..	1893
	F. M. Hollister, <i>A. V.,</i> ..	Wapping, ..	1894
	Wallace Carter, ..	" ..	1895
	H. B. Noble, ..	East Windsor Hill, ..	1895
SPRAGUE,	Wm. D. Nolan, <i>A. V.,</i> ..	Baltic, ..	1893
	Nathan Geer, <i>A. V.,</i> ..	" ..	1893
	Dr. T. I. Stanton, <i>C., A. V.,</i> ..	" ..	1894
	Ebenezer Allen, <i>A. V.,</i> ..	Hanover, ..	1894
	Fred'k Dobrow, <i>A. V.,</i> ..	Baltic, ..	1895
	James E. Vickeridge, <i>S., A. V.,</i> ..	Hanover, ..	1895
STAFFORD,.....	Ralph Wiers, <i>A. V.,</i> ..	Crystal Lake, ..	1893
	J. R. Washburn, <i>S., A. V.,</i> ..	West Stafford, ..	1893
	Dr. C. B. Newton, <i>C., A. V.,</i> ..	Stafford Springs, ..	1894
	Rev. A. J. McLeod, <i>A. V.,</i> ..	" ..	1894
	John O. Booth, <i>A. V.,</i> ..	Staffordville, ..	1895
	Willie Batchelder, <i>A. V.,</i> ..	Stafford, ..	1895
STAMFORD,*.....	Robert Swartwout, <i>A. V.,</i> ..	Stamford, ..	1893
	Geo. B. Christison, <i>A. V.,</i> ..	" ..	1893
	Geo. H. Soule, <i>A. V.,</i> ..	" ..	1893
	Schuyler Merritt, <i>C., A. V.,</i> ..	" ..	1894
	Charles Y. Baldwin, <i>A. V.,</i> ..	" ..	1894
	Nath'l R. Hart, <i>S., A. V.,</i> ..	" ..	1894
	George H. Hoyt, <i>A. V.,</i> ..	" ..	1895
	Dr. Francis J. Rogers, <i>A. V.,</i> ..	" ..	1895
	Dr. Lewis R. Hurlburt, <i>A. V.,</i> ..	" ..	1895
	Everett C. Willard, <i>Supt.,</i> ..	" ..	1895
STERLING,.....	Orrin W. Bates, ..	Oneco, ..	1893
	John B. Stanton, ..	Moosup, ..	1893
	Henry D. Dixon, ..	North Sterling, ..	1894
	Claramon Hunt, ..	Sterling, ..	1894
	Benjamin S. Bliss, <i>S., A. V.,</i> ..	Oneco, ..	1895
	Alva J. Dixon, <i>C.,</i> ..	" ..	1895
STONINGTON,.....	Silas B. Wheeler, <i>C., A. V.,</i> ..	Old Mystic, ..	1893
	Simcon Gallup, <i>S., A. V.,</i> ..	" ..	1893
	E. Everett Watrous, <i>A. V.,</i> ..	Westerly, R. I., ..	1893
STRATFORD,.....	R. H. Russell, <i>C., A. V.,</i> ..	Stratford, ..	1893
	A. Wilcoxson, <i>S., A. V.,</i> ..	" ..	1893
	H. J. Curtis, <i>A. V.,</i> ..	" ..	1894
	Wm. B. Cogswell, <i>A. V.,</i> ..	" ..	1894
	Geo. F. Lewis, <i>A. V.,</i> ..	" ..	1895
	Chas. C. Wells, <i>A. V.,</i> ..	" ..	1895
SUFFIELD,.....	John B. Cannon, ..	West Suffield, ..	1893
	L. N. Austin, <i>S.,</i> ..	Suffield, ..	1893
	Rev. George F. Genung, <i>C.,</i> ..	" ..	1894
	Henry M. Rose, ..	West Suffield, ..	1894
	Edwin A. Russell, ..	Suffield, ..	1895
	Rev. L. B. Curtis, <i>A. V.,</i> ..	" ..	1895
THOMASTON,*.....	Albert P. Bradstreet, <i>C.,</i> ..	Thomaston, ..	1893
	Geo. H. Stoughton, <i>A. V.,</i> ..	" ..	1893
	Dr. George D. Ferguson, ..	" ..	1893
	Frank W. Etheridge, <i>S.,</i> ..	" ..	1894
	Wilbur H. Dunbar, ..	Reynolds Bridge, ..	1894
	Timothy M. Crowley, ..	Thomaston, ..	1894
	Dr. R. S. Goodwin, ..	" ..	1895
	George A. Stoughton, ..	" ..	1895
	Samuel S. Lamb, ..	" ..	1895
THOMPSON,.....	E. Herbert Cortis, <i>C., A. V.,</i> ..	North Grosvenordale, ..	1895
	Rev. N. J. Pinkham, <i>S., A. V.,</i> ..	Thompson, ..	1895
	Geo. H. Wilbur, <i>A. V.,</i> ..	East Thompson, ..	1895
TOLLAND,.....	William D. Holman, ..	West Willington, ..	1893
	Miss M. Underwood, ..	Tolland, ..	1893
	J. N. Walbridge, ..	" ..	1894
	A. L. Benton, <i>C., S., A. V.,</i> ..	" ..	1894

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
TOLLAND,.....	E. E. Fuller, ..	Tolland, ..	1895
	David A. Brown, <i>A. V.</i> , ..	" ..	1895
TORRINGTON,*	Julian M. Palmer, ..	Torrington, ..	1893
	Rev. Michael Barry, ..	" ..	1893
	Luther E. Miller, ..	Torrington, ..	1893
	Elisha J. Steele, <i>C.</i> , ..	Torrington, ..	1893
	Willard A. Cowles, <i>S.</i> , ..	" ..	1894
	Henry J. Ashley, ..	" ..	1894
	Oliver P. Coe, ..	" ..	1895
	James Alldis, ..	" ..	1895
	Avery F. Miner, ..	" ..	1895
	Edwin H. Forbes, <i>A. V.</i> , ..	" ..	1895
TRUMBULL,	S. H. Booth, <i>C.</i> , ..	Trumbull, ..	1893
	H. L. Fairchild, ..	Nichols, ..	1893
	E. P. Burton, ..	Trumbull, ..	1894
	Rev. C. W. Boylston, <i>S.</i> , <i>A. V.</i> , ..	Long Hill, ..	1894
	Beach Hill, ..	" ..	1895
	Rev. Wm. F. White, ..	Trumbull, ..	1895
UNION,	Silas W. Newell, ..	Union, ..	1893
	Robert E. Webster, ..	Stafford Springs, ..	1893
	Jonathan C. Upham, ..	Union, ..	1894
	Elam C. Booth, <i>S.</i> , <i>A. V.</i> , ..	Stafford Springs, ..	1894
	Francis L. Upham, ..	Union, ..	1895
	George Town, <i>C.</i> , ..	Stafford Springs, ..	1895
VERNON,	W. V. McNerney, ..	Rockville, ..	1893
	Rev. James Dingwell, <i>A. V.</i> , ..	" ..	1893
	W. B. Foster, <i>S.</i> , <i>A. V.</i> , ..	" ..	1894
	A. M. Gibson, ..	" ..	1894
	A. R. Goodrich, <i>C.</i> , ..	Vernon, ..	1895
VOLUNTOWN,	Morris H. Talcott, ..	Talcottville, ..	1895
	E. Byron Gallup, ..	Ekonk, ..	1893
	Leonard B. Kinney, ..	Voluntown, ..	1893
	John N. Lewis, <i>C.</i> , ..	" ..	1894
	Frank S. Bitgood, ..	" ..	1894
	John E. Tanner, ..	" ..	1895
	John E. Green, <i>S.</i> , <i>A. V.</i> , ..	" ..	1895
WALLINGFORD,	Rev. J. E. Wildman, <i>C.</i> , ..	Wallingford, ..	1893
	Henry L. Hall, <i>S.</i> , <i>A. V.</i> , ..	" ..	1893
	Rev. Chas. H. Dickinson, ..	" ..	1894
	Patrick Concannon, ..	" ..	1894
	Rev. Hugh Mallon, ..	" ..	1895
	L. M. Hubbard, ..	" ..	1895
WARREN,	Noble B. Strong, ..	Warren, ..	1893
	William W. Carter, ..	" ..	1893
	Rev. A. Gardner, <i>C.</i> , <i>S.</i> , <i>A. V.</i> , ..	" ..	1894
	Joseph R. Breen, ..	" ..	1894
	Homer T. Sackett, ..	" ..	1895
	F. P. Knapp, ..	" ..	1895
WASHINGTON,	Rev. Henry Upson, <i>S.</i> , <i>A. V.</i> , ..	New Preston, ..	1893
	Frank P. Bolles, ..	" ..	1893
	William G. Brinsmade, <i>A. V.</i> , ..	Washington, ..	1894
	Charles L. Calhoun, ..	New Preston, ..	1894
	Rev. E. W. Woodruff, ..	Washington Depot, ..	1895
	Charles N. Beach, <i>C.</i> , <i>A. V.</i> , ..	" ..	1895
WATERBURY,	A. H. Tyrrell, ..	Waterbury, ..	1893
	J. E. Russell, <i>S.</i> , ..	" ..	1893
	D. F. Webster, ..	" ..	1893
	T. I. Driggs, ..	" ..	1894
	G. H. Cowell, <i>A. V.</i> , ..	" ..	1894
	C. F. Downey, ..	" ..	1894
	Dr. B. A. O'Hara, <i>A. V.</i> , ..	" ..	1895
	H. F. Bassett, <i>C.</i> , ..	" ..	1895
	W. E. Austin, ..	" ..	1895
WATERBURY (Cent. Dist.),†	Rev. J. A. Mulcahy, <i>C.</i> , <i>A. V.</i> , ..	Waterbury, ..	1893
	Dr. John F. Hayes, <i>A. V.</i> , ..	" ..	1893
	John Henderson, Jr., <i>A. V.</i> , ..	" ..	1893
	Dr. E. W. McDonald, <i>A. V.</i> , ..	" ..	1893
	Wilson H. Pierce, <i>A. V.</i> , ..	" ..	1893
	John L. Saxe, <i>A. V.</i> , ..	" ..	1893
	M. S. Crosby, <i>Supt.</i> , ..	" ..	1893
WATERFORD,	J. W. Manwaring, ..	Waterford, ..	1893
	H. H. Gorton, <i>A. V.</i> , ..	New London, ..	1893

*Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
WATERFORD,	A. H. Lanphere, <i>A. V.</i> , ..	Waterford, ..	1894
	W. C. Saunders, <i>S., A. V.</i> , ..	" ..	1894
	J. Emerson Dart, <i>A. V.</i> , ..	New London, ..	1895
WATERTOWN,	E. J. Hempstead, <i>C., A. V.</i> , ..	" ..	1895
	Samuel A. Merwin, <i>A. V.</i> , ..	Watertown, ..	1893
	M. C. Skilton, <i>C., A. V.</i> , ..	" ..	1893
	B. Havens Heminway, ..	" ..	1894
	T. P. Baldwin, <i>S., A. V.</i> , ..	" ..	1894
WESTBROOK,	A. A. Stone, ..	Oakville, ..	1895
	E. C. Marggraff, ..	Watertown, ..	1895
	Dr. T. B. Bloomfield, <i>S.</i> , ..	Westbrook, ..	1893
	Egbert E. Higgins, ..	" ..	1893
	Joseph M. Gladwin, ..	" ..	1894
	Richard H. Stevens, ..	" ..	1894
	Rev. E. B. Sanford, <i>C., A. V.</i> , ..	" ..	1895
WEST HARTFORD, *.....	Henry R. Parker, ..	" ..	1895
	A. C. Sternberg, <i>A. V.</i> , ..	West Hartford, ..	1893
	Frank H. Stadmueller, ..	" ..	1893
	H. C. Judd, ..	Hartford, ..	1893
	Timothy Sedgwick, ..	West Hartford, ..	1894
	C. Edward Beach, ..	" ..	1894
	W. H. Mansfield, ..	" ..	1894
	W. H. Hall, <i>C.</i> , ..	" ..	1895
	Edward Kelsey, ..	" ..	1895
	Wilbur E. Goodwin, <i>S.</i> , ..	Elmwood, ..	1895
WESTON,	Rev. Alex. Hamilton, ..	Lyons Plain, ..	1893
	David S. Parsons, ..	" ..	1893
	Vanderbilt Godfrey, <i>C.</i> , ..	Weston, ..	1894
	Ebenezer Fitch, <i>S., A. V.</i> , ..	Westport, ..	1894
	Iverson C. Fanton, ..	Aspetuck, ..	1895
	Rufus K. Fitch, ..	Weston, ..	1895
WESTPORT,	Dr. L. T. Day, <i>A. V.</i> , ..	Westport, ..	1893
	F. M. Raymond, <i>S.</i> , ..	" ..	1893
	William J. Jennings, <i>C.</i> , ..	Green's Farms, ..	1894
	C. H. Kemper, Jr., ..	Westport, ..	1894
	Rev. John H. Carroll, ..	" ..	1895
	Daniel B. Bradley, Jr., ..	" ..	1895
WETHERSFIELD,	Rev. W. H. Teel, <i>C.</i> , ..	Wethersfield, ..	1893
	Thomas N. Griswold, ..	" ..	1893
	George W. Harris, ..	" ..	1894
	S. M. Welles, ..	" ..	1894
	Luther W. Adams, <i>A. V.</i> , ..	South Wethersfield, ..	1894
	Edward D. Robbins, ..	Wethersfield, ..	1895
	Leslie E. Adams, <i>S.</i> , ..	South Wethersfield, ..	1895
	F. W. Warner, ..	" ..	1895
WILLINGTON,	Charles T. Preston, <i>C., A. V.</i> , ..	Willington, ..	1894
	Rev. Chas. H. Brown, <i>S., A. V.</i> , ..	" ..	1894
	Edward Pearl, <i>A. V.</i> , ..	South Willington, ..	1894
WILTON,	Benjamin F. Brown, <i>C.</i> , ..	Cannon's, ..	1893
	William L. Keeler, <i>A. V.</i> , ..	North Wilton, ..	1893
	William Sturges, ..	Wilton, ..	1894
	Henry H. Keeler, ..	Ridgefield, ..	1894
	George William Ogden, <i>S.</i> , ..	Wilton, ..	1895
	Charles Cannon, ..	Cannons, ..	1895
	Dr. H. H. Drake, <i>A. V.</i> , ..	West Winsted, ..	1893
WINCHESTER,	Rev. H. N. Kinney, <i>S., A. V.</i> , ..	Winsted, ..	1893
	Rev. A. Goodenough, <i>C., A. V.</i> , ..	Winchester, ..	1894
	Charles A. Bristol, <i>A. V.</i> , ..	West Winsted, ..	1894
	Midian N. Griswold, <i>A. V.</i> , ..	Winsted, ..	1895
	Dr. William S. Hulbert, <i>A. V.</i> , ..	" ..	1895
	Dr. Frederick L. Rogers, ..	Willimantic, ..	1893
WINDHAM,	Charles H. Colgrove, <i>S., A. V.</i> , ..	" ..	1893
	George L. Storrs, ..	" ..	1893
	A. B. Morrill, <i>C., A. V.</i> , ..	" ..	1894
	Rev. Chas. A. Dinsmore, <i>A. V.</i> , ..	" ..	1894
	Dr. A. D. David, ..	" ..	1894
	Rev. Fl. DeBruycker, ..	" ..	1895
	J. W. Hillhouse, <i>A. V.</i> , ..	" ..	1895
	Dr. Frank E. Guild, ..	Windham, ..	1895
	Eugene Brown, <i>A. V.</i> , ..	Poquonock, ..	1893
WINDSOR,	J. Kearney, ..	" ..	1893
	W. W. Loomis, <i>A. V.</i> , ..	Windsor, ..	1894

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires
WINDSOR,.....	Dr. J. N. Dickson, S., A. V.,	Poquonock,	1894
	Rev. F. W. Harriman, C.,	Windsor,	1895
	William H. Harvey, A. V., ..	"	1895
WINDSOR LOCKS,*.....	George P. Clark,	Windsor Locks,	1893
	Rev. J. O'R. Sheridan,	"	1893
	E. B. Bailey, A. V.,	"	1894
	T. F. McCarty, C.,	"	1894
	Allen Pease, S.,	"	1895
	Dr. W. J. Coyle,	"	1895
WOLCOTT,*.....	Andrew J. Slater,	Wolcott,	1893
	Benjamin L. Bronson,	"	1893
	Henry B. Carter, C.,	"	1894
	Rufus Norton,	"	1894
	Evelyn M. Upson,	"	1895
	John R. S. Todd, S.,	Waterbury,	1895
WOODBIDGE,*.....	Stiles C. Williams,	Westville,	1893
	Albert L. Sperry,	"	1893
	Edward A. Finney,	"	1893
	Charles T. Walker,	"	1894
	William W. Peck,	"	1894
	Stephen M. Peck,	"	1894
	William H. Warner, S., A. V.,	"	1895
	Elmer E. Thomas,	"	1895
	Leroy C. Beecher, C.,	"	1895
WOODBURY,.....	Rev. J. L. R. Wyckoff,	North Woodbury,	1893
	Rev. Joseph A. Freeman, C.,	Woodbury,	1893
	O. E. Cartwright,	North Woodbury,	1893
	Rev. J. C. Linsley,	Woodbury,	1894
	W. A. Strong,	North Woodbury,	1894
	George C. Terrill,	Hotchkissville,	1894
	W. J. Clark, S., A. V.,	North Woodbury,	1895
	David L. Somers,	"	1895
	Arthur D. Warner,	Woodbury,	1895
WOODSTOCK,.....	W. W. Webber, S.,	Woodstock,	1893
	Harris Sanger,	South Woodstock,	1893
	Henry M. Bradford,	West Woodstock,	1893
	C. H. Child, A. V.,	Woodstock,	1894
	Vernon T. Wetherell, C.,	East Woodstock,	1894
	J. M. Perrin,	West Woodstock,	1894
	Rev. F. H. Viets,	East Woodstock,	1895
	Frank Barrett,	North Woodstock,	1895
	Henry K. Safford,	West Woodstock,	1895

*Town School Committee.



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